

**The Comprehensive School Reform Demonstration Program in Wisconsin:
The Wisconsin Department of Public Instruction First Year Evaluation**

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- Peter Ballard

EXECUTIVE SUMMARY

Enthusiasm and frustration mark the first year of implementation of the CSRD program in Wisconsin. Teachers and administrators at each of the CSRD schools expressed a great deal of enthusiasm about their comprehensive reform program. Some veteran teachers reported feeling more excitement about teaching now than at any other point in their careers.

Teachers and administrators also conveyed a great deal of frustration. They report that it is a constant challenge to find the time to do all the extra work their reform efforts require.

Enthusiasm could change into confidence. Frustration could turn into resignation. After the first year of implementation, it is too early to judge which outcome will predominate.

Nonetheless, CSRD schools are making strides towards achieving their goals. DPI rated schools on a five-point scale, from a low of “not implementing” their program to a high of “fulfilling” their program objectives. DPI did not rate any of the schools at these extremes. Twelve of the twenty-one schools received the middle grade, “piloting.” DPI judged seven schools as having made faster progress, giving them a grade of “implementing.” Two schools were judged to be “planning” or implementing at a slower pace.

Since schools had different goals and timelines, DPI judged schools on whether the schools were on schedule relative to achieving their goals or falling behind. DPI rated a majority of twenty-one schools as on schedule.

It is difficult to delineate patterns as to why some schools make faster progress than others do, especially after only one year. The most obvious reason is that some schools expected to be at a “planning” stage after one year, while others

expected to be at implementing. Evaluations in years two and three may yield more meaningful results.

There are a few factors that seem to be associated with implementation progress. One is whether the schools believed they were well informed about the reform model prior to selecting it. Another is the proportion of experienced teachers on the school’s staff.

CSRD schools in Wisconsin had an extensive support network to guide them through the reform process. Through workshops and written materials, DPI, model representatives, school districts and the North Central Regional Educational Laboratory strove to make the grant application process coherent. CSRD schools report that they received strong support from their school districts and from DPI. Some schools even hosted officials from the U.S. Department of Education. A majority, but not all of the schools reported receiving strong support from their model providers or technical assistance team.

DPI also tracked performance on statewide Knowledge and Concept Examinations. In the first year of implementation, the department focused on the fourth grade tests. In a year when Wisconsin students collectively scored considerably better than the students of the previous year, CSRD school students made even larger gains. CSRD schools achieved greater improvements than Wisconsin schools as a whole in four of the five subject tests. Plans are underway to incorporate the results of the 8th and 10th grade test results in subsequent years.

Twenty of the twenty-one schools are continuing with the CSRD program in 1999-2000. In addition fourteen new schools will begin their CSRD programs in the fall of 1999. DPI looks forward to the second year of the CSRD program in Wisconsin.

INTRODUCTION

In November 1997, President Clinton signed legislation that provided funding for the Comprehensive School Reform Demonstration (CSRD) program. According to a congressional report, “the purpose of this initiative is to provide financial incentives for schools to develop comprehensive school reforms, based on reliable research and effective practices, that include an emphasis on basic academics and parental involvement, so that all children can meet challenging state content and performance goals.”

Under the program, states can apply to the U.S. Department of Education (DOE) for funding to support comprehensive school reform. Once approved, states are responsible for soliciting grant applications from schools and districts, reviewing the grants, awarding the grants and evaluating the grantees.

The Wisconsin Department of Public Instruction (DPI) applied for a CSRD grant in April 1998. DOE approved DPI’s application and provided \$2.6 million in July 1998. The DPI mailed information to all Wisconsin public schools and districts and held workshops to promote the program. The district and school applications were due in May 1998. DPI sponsored a grant review process that took place in June. That summer, DPI awarded CSRD grants to 21 schools. DPI solicited applications for a second round of review in the fall of 1998. The department awarded 13 grants to schools in March 1999.

As part of its application to DOE, Wisconsin proposed a plan to evaluate schools that received grants in the first round of review. This plan included two components. The first is an examination of program implementation at CSRD schools. This part of the evaluation includes surveys of teachers, administrators and parents in CSRD schools, site visits to the schools, and reviews of the schools’ required end-of-year reports.

The second component of the plan is an evaluation of student performance. This includes within- and between-schools evaluations of academic achievement and analyses of behavioral data including attendance, drop out, and suspensions or expulsions data.

The DPI evaluation has two objectives. First, it aims to improve CSRD implementation in Wisconsin. According to DOE guidelines: “This evaluation requirement is intended primarily to inform SEAs

and LEAs as to how effective the schools have been in improving student achievement. SEAs and LEAs should use the results of their evaluations to improve programs in schools with poor performance and share the successes of schools with high performance.”

Second, the evaluation seeks to provide information on the implementation of CSRD in Wisconsin to interested parties including Congress, the State Superintendent, the Wisconsin Legislature, other states, and the research community.

The body of this report has eight sections. The first section, “DPI Implementation of CSRD,” explains DPI’s implementation of the CSRD program in detail, including the evaluation process. The second section, “School Implementation,” provides an overview of implementation in the twenty-one CSRD schools. The third section, “School Performance Indicators,” review statewide standardized test scores and school climate indicators in CSRD schools and statewide. The fourth section, “External Support” discusses the role of school districts, DPI, the North Central Regional Educational Laboratory (NCREL), the U.S. Department of Education and model providers in supporting CSRD Implementation. The fifth section “Concluding Thoughts” discusses possible patterns in the spread of CSRD in the coming years. The sixth section, “School Implementation Reports” includes profiles of each of the 21 first-round CSRD schools. The seventh section, “Program Abstracts” includes the CSRD schools’ own abstracts from both the first and second round of competition. Finally, the report includes grants administration and evaluation instruments.

DEPARTMENT OF PUBLIC INSTRUCTION IMPLEMENTATION OF THE CSRD PROGRAM

Chronology of CSRD Implementation in Wisconsin

November 13, 1997	CSRD legislation passed into law
December 5, 1997	CSRD press conferences with State Superintendent John Benson and U.S. Representative David Obey
December 6, 1997	DPI implementation planning meeting with NCREL and Congressman Obey's staff
December 23, 1997	DPI invites schools to reform design workshops
February 18-19, 1998	DPI hosts reform design workshops Draft applications distributed to schools
April 1998	DPI submits CSRD application to DOE DPI mails applications, guidance and evaluator forms to districts and schools
April 2, 1998	DPI hosts grant writing workshop
May 15, 1998	First round grants due to DPI
May 18-June 5, 1998	DPI conducts initial screen of first round applications
June 8-11, 1998	Review panel reviews and scores first round grant applications
June 1998	DPI conducts phone interviews with first round applicants
June 23, 1998	DOE approves DPI CSRD application
July 23, 1998	DPI awards CSRD grants to 21 schools in first round
September 1, 1998	DPI invites districts and schools to grant writing workshop for second round of competition, mails applications and guidance to schools.
October 1998	CSRD evaluator hired
October 19, 1998	DPI hosts second round grant writing workshop—Cable, Wisconsin
November 13, 1998	DPI hosts second round grant writing workshop—Milwaukee
January 8, 1999	Second round CSRD grants due to DPI
January 1999	DPI conducts initial screen of second round applications
February 8-11, 1999	Second round review panel reviews and scores grant applications
February 1999	DPI conducts phone interviews with second round applicants DPI conducts technical assistance site visits to first-round CSRD schools
March-April 1999	DPI evaluator visits first round schools
March 22, 1999	DPI awards second round grants to 13 schools
June 30-July 2, 1999	DPI and NCREL host leadership academy for all CSRD schools

DPI IMPLEMENTATION

State Superintendent John T. Benson and U.S. Representative David R. Obey held two press conferences in Eau Claire and Wausau on December 5, 1997 to announce the program. These press conferences "kicked off" the implementation of the CSRD program in Wisconsin.

DPI Workshops

With NCREL, DPI co-sponsored reform design workshops only for the first round of competition. The department hosted one in Milwaukee and one in Wausau in an effort to reach schools in different parts of the state. Representatives from reform designs presented their models. Attendees included representatives from Success For All, ATLAS Communities and Modern Red School House. There was a special appearance in Wausau by U.S. Department of Education Secretary Richard W. Riley.

DPI also sponsored one grant-writing workshop before the first round of competition and two before the second round of competition.

Policy Implications

DPI distributed surveys to participants in the November 13, 1998 grant writing workshop. In the survey, 41 percent of respondents had identified a preferred research-based model of reform. However, only 31 percent had conducted a formal needs assessment. Therefore, at least 10 percent of the respondents selected a model without identifying their needs. States may want to consider defining what a needs assessment is and requiring it as part of the grant application. The North Central Regional Education Laboratory's "Comprehensive School Reform: Making Good Choices--A Guide for Schools and Districts" could be a resource.

The Review Process

DPI used a four-step review process to review the 59 CSRD grant applications in the first round.

Step 1: Initial screening

DPI staff reviewed applications for completeness and conformity with federal and state requirements. Staff also identified points in need of clarification.

Step 2: Panel review

Outside reviewers reviewed and scored grant applications based on quality. The criteria included

the nine requirements for schools in the federal legislation:

- Innovative strategies and proven reforms
- Comprehensive design
- Professional development
- Performance goals
- Support for reform
- Parental/community involvement
- Technical assistance
- Evaluation
- Utilization of resources

Reviewers could award a maximum of 20 points for each of the criterion. In addition, reviewers assessed the quality of district support in two areas:

- Technical assistance
- Evaluation

Reviewers could award a maximum of 10 points in each of these two elements. Thus the maximum score possible was 200 points. Schools identified as "in need of improvement" according to federal and state criteria received five extra points. Once reviewers assessed the grants, DPI staff ranked the applications based on the reviewers' scores. Staff then asked the reviewers to recommend what they believe the "cutoff" score should be.

Step 3: Telephone interviews

DPI staff conducted structured interviews over the telephone with applicants above the cutoff. Based on the interviews and the reviewers' ratings, staff recommended grants for funding to the State Superintendent.

Step 4: State Superintendent review

The State Superintendent reviewed the recommendations of staff and reviewed the applications, making the final decision on funding.

Not all school and district applications scored above the established cutoff score. Therefore, DPI only awarded about two-thirds of its federal allocation. It decided to repeat the competition to award the remainder of the funds. This gave schools that needed additional time to develop applications an opportunity to participate in the program. In the first round of review, DPI solicited feedback from the review panel on how to improve the review process.

One change DPI made for the second review round based on these comments was to allow space for reviewers to make overall comments on the quality of grants.

Awards

DPI awarded grants to 21 of 59 applicants in the first round of competition and to 13 of 28 applicants in the second round. The five extra points allotted to schools in need of improvement did not affect the awards. DPI increased the bonus to 10 points for schools identified in need of improvement in the second round. The intent was to ensure that schools with the greatest need received the funds. Again, it did not impact which schools received awards.

Policy Implications

There is an inherent tradeoff in the review process between giving extra points to certain schools and awarding grants based on merit. The federal legislation already requires 83 percent of the states' funds to go to Title I schools. Giving extra points to certain schools may make other schools reluctant to apply for future rounds of competition. There is no evidence that this happened or will happen in Wisconsin. The extra points added were modest and did not affect the awards. There is, however, anecdotal evidence of this happening in states that gave much greater weight to low-performing schools in the review process.

The DPI evaluation design draws heavily from RAND's 1998 study of the implementation of New American Schools designs.

The RAND study sought to answer two questions:

1. Did the schools implement the designs and to what extent?
2. Why did some schools make more progress than others towards implementation goals?

To assign the level of implementation for a particular school, the RAND study looked at progress in several "elements of design." The number of elements depended on the model. Every model had elements of curriculum, instruction, assessment, student grouping, and professional development. In addition, some models had elements of community involvement/public engagement, standards, and staff organization. For the individual elements, the study used a five-point scale, defined as follows.

- No implementation: No evidence of the element.
- Planning: The school was planning or preparing to implement.
- Piloting: The element was being partially implemented with only a small group of teachers or students involved.
- Implementing: The majority of teachers were implementing the element, and the element was more fully developed in accordance with descriptions by the team.
- Fulfilling: The element was evident across the school and was fully developed in accordance with the design teams' descriptions. Signs of institutionalization were evident.

Ongoing Technical Assistance

DPI staff visited each CSRD school in the 1998-99 academic year. Staff sent the schools written "observations" after the visits. DPI staff also processed and approved budget amendments for several CSRD schools.

The Evaluation

DPI hired a limited-term employee to conduct the evaluation planned in the department's application to USDE. The evaluator began working in October of 1998 and completed the evaluation in July of 1999. Sources of data included standardized test scores, surveys, end-of-year reports, classroom observation and interviews with teachers and school and district leadership.

First Round Grantees

District	School	Title I	Grades	Location
Beloit	Burdge Elementary	x	K-5	Urban
Beloit	Royce Elementary	x	K-5	Urban
Eau Claire	Lincoln Elementary	x	K-5	Urban
Florence	Florence Elementary	x	K-8	Rural
Florence	Hillcrest Elementary	x	K-8	Rural
Kenosha	Wilson Elementary	x	K-5	Urban
Ladysmith-Hawkins	Hawkins Elementary		K-8	Rural
Madison	Franklin Elementary	x	K-2	Urban
Madison	Lowell Elementary	x	K-5	Urban
Manitowoc	Washington Junior High		7-9	Urban
Milwaukee	Congress Elementary	x	K-5	Urban
Milwaukee	Grand Ave. School	x	6-12	Urban
Milwaukee	Juneau High School	x	9-12	Urban
Milwaukee	Maryland Ave. Elementary	x	K-8	Urban
Milwaukee	Story Elementary	x	K-8	Urban
New London	Parkview Elementary	x	K-5	Rural
Salem #7	Trevor Elementary		K-8	Rural
St. Croix Falls	St. Croix High School	x	9-12	Rural
St. Croix Falls	St. Croix Middle School	x	6-8	Rural
West Allis	Frank Lloyd Wright Middle		6-8	Suburban
Woodruff	Arbor Vitae Woodruff	x	K-8	Rural

Areas of Analysis: the RAND Study, the federal CSR criteria and DPI			
Elements	RAND Study	Federal Criteria	DPI
Curriculum	X		X
Instruction	X		X
Assessment/Evaluation	X	X	X
Student Groupings	X		
Professional Development	X	X	X
Parental Involvement	X	X	X
Standards	X		X
School Organization	X		
Proven Research		X	
Comprehensive Design		X	
Benchmarks		X	
School Support		X	
Technical Assistance		X	
Utilization of Resources		X	X

RAND averaged the progress scores for all the elements to obtain an overall implementation progress judgement for each school.

DPI used the same basic methodology as the RAND study, but modified it in several ways to suit its needs. The first change was in the definitions of the levels of implementation progress. In the RAND study, all the comprehensive reform programs are “off the shelf” designs. These are designs that have been implemented in much the same way regardless of the school and that have established technical assistance protocols. Three of the CSRD schools in Wisconsin, however, are implementing “homegrown” models: Hawkins Elementary in Hawkins and Lowell Elementary and Franklin Elementary in Madison. These are models initiated by the school that have not been implemented in the same way before. These models can combine the components of multiple educational reforms and often receive technical assistance from an ad hoc group of university professors or other experts. In these cases, schools set their own goals and timelines, rather than having them enforced by an external design team. In these cases, DPI compared the level of progress achieved to the schools’ own goals and benchmarks as put forth in their grant applications, not to the goals and benchmarks of outside providers.

The second change was in the “elements” used to judge implementation progress. The Comprehensive School Reform Demonstration legislation requires each school to address nine areas. The RAND study looked at 4-7 elements. DPI settled on seven

elements drawn from both the RAND study and the federal legislation.

From the federal criteria DPI selected Assessment and Evaluation (combined into one element, Assessment), Professional Development, Parental Involvement and Utilization of Resources. These are the elements of the grants that are actually implemented, rather than used as justification for funding (Innovative Strategies/Proven Research, for example) and are more or less under schools’ control. DPI also

selected Curriculum and Instruction, which are important components of many reform efforts, and Standards, which are important to state education goals. DPI did not rate schools on specific elements if the school did not propose to implement changes in these areas. For example, the Accelerated Schools model does not require changes to curriculum. Of the three schools working with Accelerated Schools, two proposed curricula changes as well. The third school did not and thus was not rated in the area.

The third change was the addition of a separate scale to judge the rate of progress of CSRD schools. Each program has its own planned pace of implementation. For example, the changes at Royce Elementary in Beloit—using Success For All—were immediate and dramatic. At Juneau High School in Milwaukee, the major changes will not be implemented until the second year of the grant. To differentiate between the schools that are deliberately proceeding at a slower pace from those that are falling behind, DPI also rated schools on the pace of progress relative to goals. DPI rated schools in the same seven areas, but this time judged them as being “ahead of schedule,” “on schedule,” or “behind schedule.” A sample evaluation sheet is included in the appendices.

Finally, DPI rated schools using the schools’ application goals as benchmarks rather than some preconceived set of criteria to determine the effectiveness of the program.

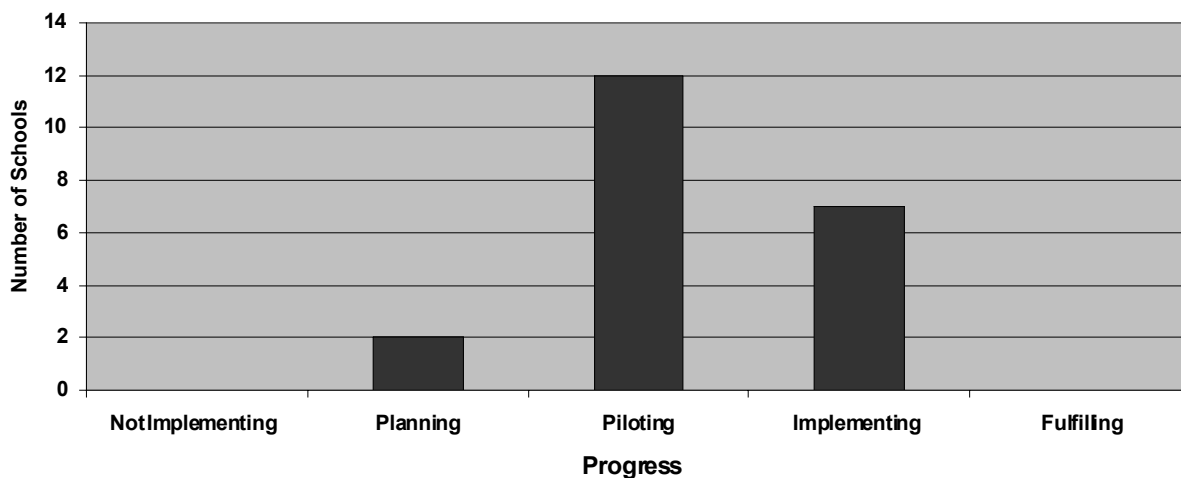
DPI based its ratings on interviews with the school leadership, teachers, parents, district officials and technical assistance providers; classroom and/or program observation; surveys; and end-of-year

reports. The evaluator also shared the findings with the department staff that visited the schools as a reliability check. Like the RAND study, DPI also looked at external factors such as whether schools received adequate

information on program designs, district support, technical assistance and school-level variables. The templates for the site visits and surveys are included in the appendices.

SCHOOL IMPLEMENTATION

Overall Program Implementation Progress



DPI sought to answer two questions with respect to implementation. First, how much progress are schools making? Second, why are some schools making more progress than others? DPI heavily relied on a RAND study as a template for this part of the evaluation. *Lessons From New American School's Scale-Up Phase: Prospects for Bringing Designs to Multiple Schools*, by Susan J. Bodilly, is available at RAND's website: www.rand.org.

The Dependent Variable: Implementation Progress

To obtain overall ratings for schools, DPI rated schools on seven factors: curriculum, instruction, standards, assessment, professional development, parental involvement, and utilization of resources. The department used a variation of RAND's five-point incremental scale. The RAND scale is as follows:

- No implementation: No evidence of the element.
- Planning: The school was planning or preparing to implement the element.
- Piloting: The element was being partially implemented with only a small group of teachers or students involved.
- Implementing: The majority of teachers were implementing the element, and the element was more fully developed in accordance with descriptions by the design team.
- Fulfilling: The element was evident across the school and was fully developed in accordance

with the design teams' descriptions. Signs of institutionalization were evident.

DPI made one major change to this scale. Since some schools used "homegrown" models and other used outside models that did not have clear benchmarks, DPI rated schools based on the goals as listed in the school's grant application, not based on external design team benchmarks. When the school did not have specific goals or plans in one of the seven categories, DPI did not rate the school in that category.

DPI then averaged the school's scores on each of the elements in order to establish overall ratings for each school. The overall ratings are defined the same except "the element" is replaced by "the program/model." The following chart shows the distribution of ratings of implementation progress.

DPI rated 12 of 21 schools at Piloting, 7 at Implementing and 2 at planning. DPI did not rate any of the schools at Fulfilling or Not Implementing.

The Independent Variables: Selection, Technical Assistance, School Factors, and District Factors

Drawing on the RAND study, DPI hypothesized that progress in implementation could be affected by several external factors including the model selection process, characteristics of technical assistance, factors at the school level beyond the school's control and events in the school district.

With only 21 schools, and not all schools responding to each question, it was difficult to find patterns of responses that seem to be related to implementation progress. Part of the problem is that there was not a great deal of variation in implementation progress. Even if patterns emerged, it might be premature to draw conclusions from such a small number of schools.

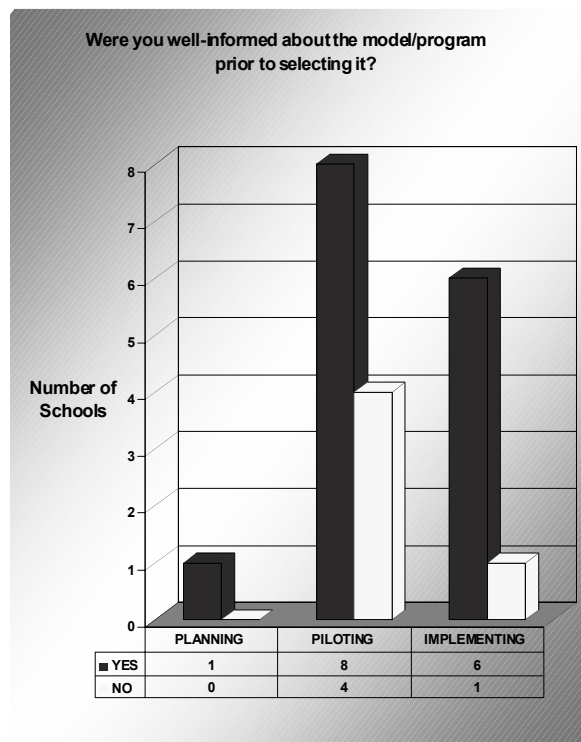
However, the data collected may be useful in three ways. First, it is clear that some questions were incorrectly specified. For example, to gauge the impact of teacher turnover, DPI asked schools whether more than half their staff had turned over in the last year. Only one of 20 responding schools had this level of turnover. In the next evaluation, DPI will ask the same question but will set a lower turnover rate to attempt to capture more of the variation. Second, these data may be useful as baseline information for subsequent DPI evaluations. Third, aggregating these data with the data of other states may lead to the emergence of clearer patterns. In the following section, DPI draws a few tentative conclusions about trends. However, the sample is small, making the conclusions more speculation than analysis. In some cases, the trends would be different if only a few schools were rated differently.

Selection

Four of twenty responding schools said that they were not well informed about the model or program prior to selecting it. DPI rated three of those schools at Piloting and one at Implementing.

There is a slight trend of schools reporting that they were well informed also being rated as achieving a higher degree of implementation. This trend in 20 schools is consistent with the trend reported in the RAND study. RAND said that 12 of 40 schools said they had a poor understanding of the design at the time of selection. Generally, RAND rated these schools as making less progress in implementation.

RAND reported that all districts played a “gatekeeper” role in deciding the roster of models from which schools could select. RAND also said that seven of forty schools claimed they were forced into adopting a particular design. In the RAND study, however, the model roster was already limited to the New American Schools designs. The CSRD legislation has a suggested list of models, but does not exclude any particular models, nor does it provide incentives to adopt a particular model. The DPI did not exclude nor encourage adoption of particular models. Only one of the 21 schools reported not



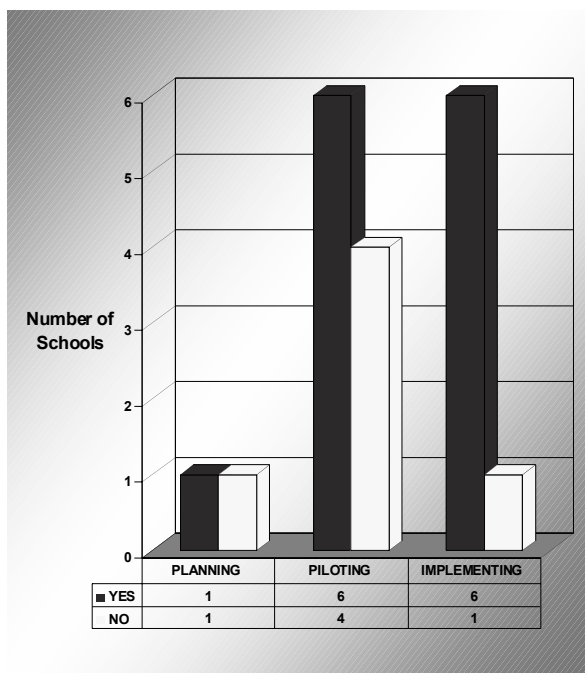
having a choice in selecting a model. Unlike the districts in the RAND study, Wisconsin districts did not limit which schools could participate.

School Factors

Leadership turnover is defined as the departure of the principal (and/or program leader if different than the principal) by the end of the 1998-1999 school year. DPI is aware of four schools in which leadership turnover occurred by the end of the year. In schools in which leadership turnover occurred, DPI rated one at Planning, two at Piloting and one at Implementing. There is also at least one case of leadership turnover in the summer of 1999. Leadership changes in the summer were not included in this evaluation but will be in the department’s second-year evaluation.

In 13 of the schools at least half of the teachers had 10 or more years of teaching experience. DPI generally rated those schools with the experienced teaching staffs as achieving a higher degree of progress.

DPI hypothesized that the schools that have a greater degree of site-level control would make more progress in implementation. The data do not support this hypothesis. The department asked about control of curriculum and instruction; personnel decisions; professional development; and budget. In curriculum and instruction, four of twenty schools said they did not have control over curriculum and instruction. DPI rated two of these schools at Implementing and two at Piloting. Eight of twenty schools said they did not have control over personnel decisions. DPI rated two of these schools at Planning and five at



Implementing. All 20 responding schools said they had control over professional development. A total of 15 of 20 said they had control over budget decisions. Thus school autonomy does not appear to be related to implementation progress in the case of curriculum and instruction and personnel. There is not enough variation in professional development and budgetary autonomy to draw even tenuous conclusions.

With the exception of personnel decisions, a large majority of the Wisconsin CSRD schools report having a great deal of autonomy. Fifteen of twenty responding schools reported control over curriculum and instruction, twenty of twenty reported control over professional development and fifteen of nineteen responding schools reported control over their budget. Even in personnel decisions, a majority of responding schools, ten, reported site-level autonomy, while eight reported that they did not have control over personnel decisions. The RAND study suggests this level of autonomy is not the norm. RAND looked at implementation of New American Schools in San Antonio; Memphis; Cincinnati; Dade County, Florida; Philadelphia; Pittsburgh and in the State of Kentucky. Rand found a wide variation in site-level autonomy and that schools in every district had concerns about the degree of autonomy.

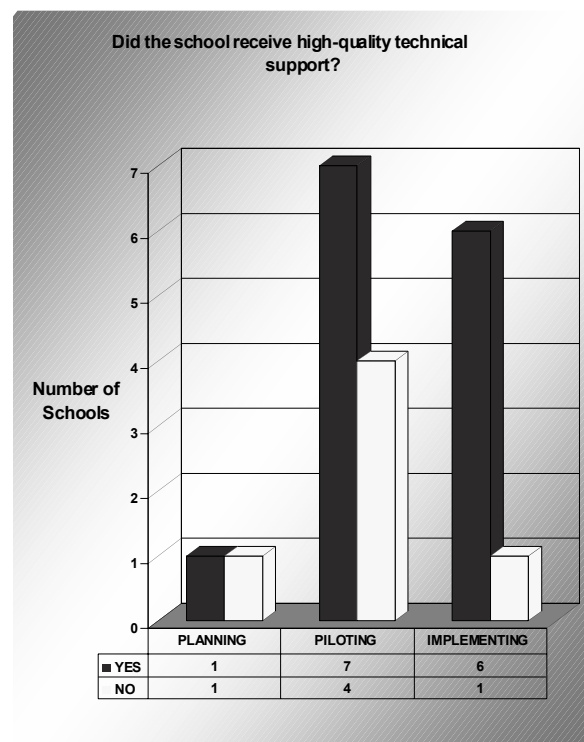
District Factors

DPI hypothesized that school district support would be an important factor in implementation progress. There was not enough variation to draw firm conclusions; seventeen of twenty schools reported that they received high-quality, consistent support. DPI rated the two schools reporting that they did not receive high-quality support from the district at Piloting. However, one of these schools subsequently withdrew from the CSRD program after the principal

resigned. The pattern for district obstacles was similar. DPI asked schools if they experienced any major obstacles at the district level, including, but not limited to, budget problems and labor-management issues. Only four schools reported major obstacles at the district level.

Technical Assistance Factors

Four of twenty schools experienced turnover in their technical assistance team. This did not seem to be related to implementation progress. The quality of technical assistance seemed to be a more important factor. Fourteen Wisconsin schools reported receiving high-quality technical assistance; six did not. Of the 14 reporting high-quality assistance, seven were rated at Piloting and six at Implementing.



SCHOOL PERFORMANCE INDICATORS

WSAS Scores

The Wisconsin Student Assessment System includes the Knowledge and Concept Exams (K&CE). The K&CE assesses fourth, eighth, and tenth grade Wisconsin students. Students are tested in five subjects:

- Reading
- Language Arts
- Mathematics
- Science
- Social Studies

Students can score in one of four proficiency categories:

- Minimal
- Basic
- Proficient
- Advanced

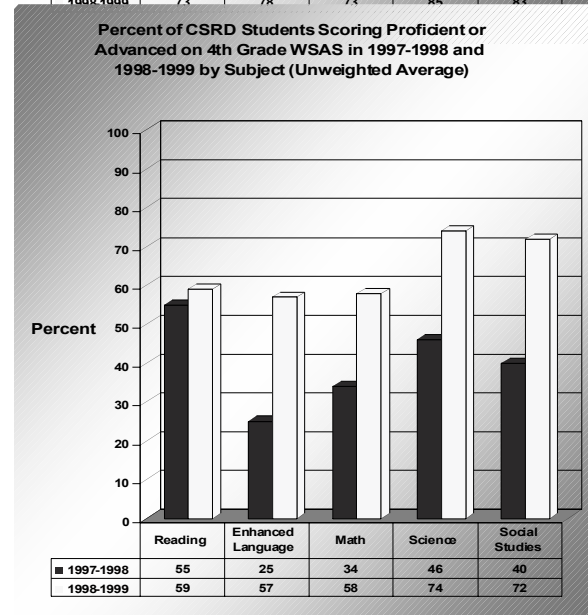
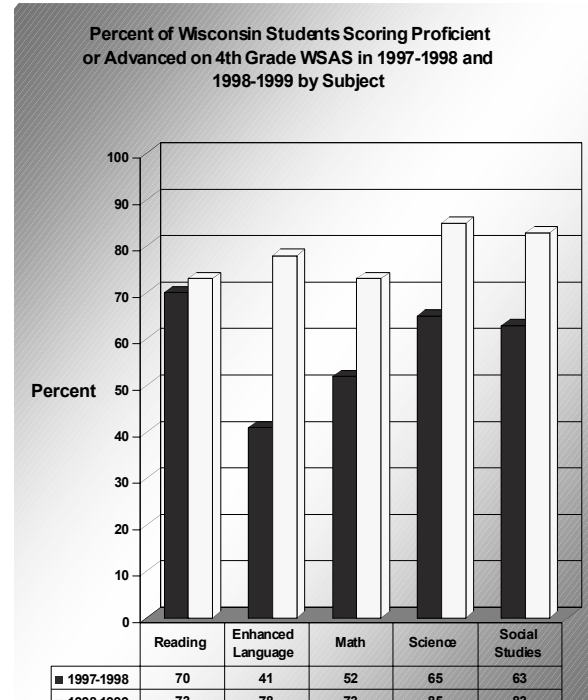
To simplify the evaluation, DPI collapsed the four categories into two: Minimal/Basic and Proficient/Advanced. This measure gives an indication of the broad trends in test scores. The danger is that this method does not detect movement within the collapsed categories. There could be a large movement of scores from Advanced one year to Proficient the next and a similar movement from Basic to Minimal Performance and only a small movement of students from Basic to Proficient. This would be recorded as a net gain even though the students scored worse than their predecessors a year earlier.

Wisconsin students scored higher on state standardized test scores in 1998-1999 than in 1997-1998. The percentage of students scoring in the "Proficient" and "Advanced" categories in both years is displayed in the following chart.

In 1998-1999 students scored slightly better than the students of 1997-1998 in Reading and made large improvements in the other four subjects.

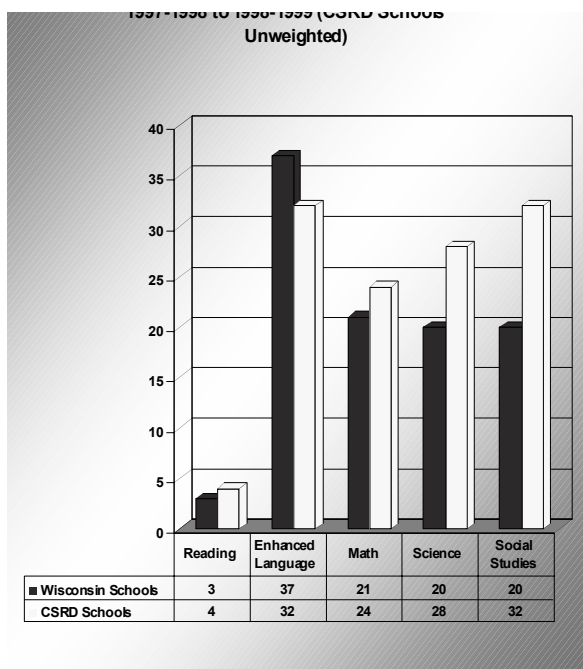
DPI averaged the percentages of students in CSRD schools scoring in the Proficient/Advanced category in 1997-1998 and 1998-1999. DPI did not weigh the percentages by enrollment. In other words, the scores of schools with 100 students count the same as schools with 500. CSRD schools also improved slightly in reading and made strong gains in the other subjects.

The gains of the CSRD schools surpassed those of Wisconsin schools as a whole in all of the subjects with the exception of enhanced language.



DPI then conducted an analysis of variance to see if the improvements were statistically significant.

The Department selected 14 control schools to conduct the analysis. The control schools were



matched to the CSR schools using the following criteria:

- Same district
- Similar size
- Similar ratio of economically disadvantaged students to not economically disadvantaged students.

With the larger districts like Milwaukee, Madison, Beloit and Eau Claire, DPI selected the control school in the district that best matched the size and poverty levels of the CSR schools. For schools in smaller and one-school districts, DPI selected schools from other small districts that were similar in size and poverty levels.

School Climate Indicators

Wisconsin collects data on student attendance, suspensions, expulsions, and dropout rates. As of July 1999, these data were not available for the 1998-1999 school year. Data for the CSR schools and for Wisconsin schools overall are displayed below.

Attendance

The attendance rate is the number of days of attendance divided by the number of possible days of attendance. For Wisconsin, this rate was 94.45 percent in 1997-1998. Since 1993-1994, the attendance rate has ranged between a low of 93.87 percent in 1994-1995 to the high mark in 1997-1998. The unweighted attendance rate for the CSR schools is 93.32 percent.

Attendance rates		
District	School	Attendance Rates
Beloit	Burdge Elementary	93.76
Beloit	Royce Elementary	93.93
Eau Claire	Lincoln Elementary	97.00
Florence	Florence Elementary	93.27
Florence	Hillcrest Elementary	96.02
Kenosha	Wilson Elementary	91.35
Ladysmith-Hawkins	Hawkins Elementary	94.15
Madison	Franklin Elementary	95.30
Madison	Lowell Elementary	95.40
Manitowoc	Washington Junior High	93.95
Milwaukee	Congress Elementary	92.61
Milwaukee	Grand Avenue School	90.25
Milwaukee	Juneau High	90.01
Milwaukee	Maryland Elementary	91.68
Milwaukee	Story Elementary	92.54
New London	Parkview Elementary	96.55
Saint Croix Falls	Saint Croix Falls High	94.13
Saint Croix Falls	Saint Croix Falls Middle	93.71
Salem#7	Trevor Graded	94.17
West Allis	Frank Lloyd Wright Middle	96.82
Woodruff J1	Arbor Vitae-Woodruff	83.29

Suspensions

A total of 6.77 percent of Wisconsin students were given out-of-school suspensions in 1997-1998. There were 59,699 students suspended out of 881,214 in the state. The total number of suspensions was 139,569, meaning those students receiving suspensions received an average of 2.2 suspensions. Juneau High, Grand Avenue in Milwaukee and Wilson Marva Collins in Kenosha had particularly high levels of suspensions that year. The following table displays the percent of students suspended in each of the CSR schools.

Suspensions		
District	School	Percent Suspended
Beloit	Burdge Elementary	2.44
Beloit	Royce Elementary	8.57
Eau Claire	Lincoln Elementary	NA
Florence	Florence Elementary	1.75
Florence	Hillcrest Elementary	3.92
Kenosha	Wilson Elementary	42.93
Ladysmith-Hawkins	Hawkins Elementary	2.06
Madison	Franklin Elementary	NA
Madison	Lowell Elementary	NA
Manitowoc	Washington Junior High	6.79

Milwaukee	Congress Elementary	0.20
Milwaukee	Grand Avenue School	33.69
Milwaukee	Juneau High	31.88
Milwaukee	Maryland Elementary	4.61
Milwaukee	Story Elementary	2.14
New London	Parkview Elementary	0.85
Saint Croix Falls	Saint Croix Falls High	7.21
Saint Croix Falls	Saint Croix Falls Middle	2.61
Salem#7	Trevor Graded	3.32
West Allis	Frank Lloyd Wright Middle	11.00
Woodruff J1	Arbor Vitae-Woodruff	0.00

Expulsions

Statewide, 0.15 percent of Wisconsin students were expelled in 1997-1998. The table below indicates the percent of the student population expelled in the CSRD schools in 1997-1998.

Expulsions		
District	School	Percent Expelled
Beloit	Burdge Elementary	NA
Beloit	Royce Elementary	NA
Eau Claire	Lincoln Elementary	NA
Florence	Florence Elementary	NA
Florence	Hillcrest Elementary	0.49
Kenosha	Wilson Elementary	NA
Ladysmith-Hawkins	Hawkins Elementary	NA
Madison	Franklin Elementary	NA
Madison	Lowell Elementary	NA
Manitowoc	Washington Junior High	0.14
Milwaukee	Congress Elementary	NA
Milwaukee	Grand Avenue School	0.35
Milwaukee	Juneau High	0.87
Milwaukee	Maryland Elementary	NA
Milwaukee	Story Elementary	NA
New London	Parkview Elementary	NA
Saint Croix Falls	Saint Croix Falls High	0.60
Saint Croix Falls	Saint Croix Falls Middle	NA
Salem#7	Trevor Graded	0.00
West Allis	Frank Lloyd Wright Middle	0.23
Woodruff J1	Arbor Vitae-Woodruff	0.00

EXTERNAL SUPPORT

The Quality of Technical Assistance

Technical assistance is central to comprehensive school reform. Many schools have the will to reform, but do not have the capacity to implement it. Other schools are successful in certain areas, but need extra guidance in areas in which they are struggling. The RAND study found that those schools reporting that they received high-quality technical assistance made more progress in implementation than those schools that did not report receiving high quality assistance.

Of the 21 Wisconsin CSRSD schools, 16 reported receiving high-quality technical assistance from the model provider. Of models used in more than one school, Success For All, the Coalition for Essential Schools, and High/Scope were praised for the quality of technical assistance provided. Technical Assistance providers gave detailed written feedback to many schools, including Washington Junior High School in Manitowoc and Royce Elementary in Beloit.

Six of the 21 CSRSD schools reported problems with technical assistance from the model provider. DPI classified complaints into two categories, moderate and serious. Schools leveling moderate complaints were those that questioned some aspect or aspects of the technical assistance, but on balance, said the technical assistance, and the reform program, was worthwhile. Schools reporting serious complaints were those that opted to continue with the technical assistance providers, but were questioning whether they had “received their money’s worth” or had strong doubts about the long-term viability of the program.

Complaints were isolated to two model providers: Co-NECT and Accelerated Schools. Two schools lodged serious complaints against Accelerated Schools. One superintendent reported that the school received less interaction and training from Accelerated Schools than was expected. Another principal said that an Accelerated Schools representative had told her that the school needed to be more “aggressive” in soliciting assistance from Accelerated Schools. The principal was dismayed, particularly because the school allocated \$15,000 of its CSRSD budget to Accelerated Schools for “start-up

costs.” One elementary school expressed moderate concerns about Accelerated Schools, citing the same types of issues as other CSRSD schools had. One school notes in its end-of-year report that Accelerated Schools provided three less days of professional development training than specified in the contract.

Accelerated Schools experienced staff turnover in the spring of 1999. It should be noted that at the time of the site visits, both schools said the situation moderately improved since the change in staff. In phone interviews, in May, the school leadership of two CSRSD schools reported significantly improved relations with Accelerated Schools.

Three schools using the Co-NECT model had

“Two policy questions emerge from these situations. First, is there a role for DPI when relations between schools and technical assistance providers deteriorate? Second, is there something DPI can do to prevent disagreements between schools and model providers?”

concerns with the model's services. The concerns were the same: the schools reported that the on-site facilitator from Co-NECT was not adequately trained. One school, however, reported that the facilitator had substantially improved by the second semester of Co-NECT implementation. Co-NECT notes that DPI notified participating schools that it

had been awarded CSRSD grants in mid-summer. The model did not have much time to hire and train an on-site facilitator. Co-NECT also said that the schools did give the model the required assurances that the leadership and staff supported the program. Co-NECT officials and Saint Croix Falls school and district leadership met June 8 to discuss the second year of implementation.

Policy Implications

The department could raise the percentage of staff required to support a reform effort. However, in the two cases of complaints, the model providers already required a proportion of staff support that was significantly higher than DPI's.

Two policy questions emerge from these situations. First, is there a role for DPI when relations between schools and technical assistance providers deteriorate? Department officials have said that they recognize the risks schools took to apply for the CSRSD grants and initiate the reform process. The department prefers to act as an additional provider of

technical assistance and has assumed a supportive role to the districts and schools.

A New Incarnation of the Wisconsin Idea

“The Wisconsin Idea,” most succinctly, is the notion of the “University in service to the State.”

The CSRD program is sparking a new incarnation of the Wisconsin Idea in education. University of Wisconsin System faculty has collaborated with elementary and secondary schools for dozens of years to improve education. In the CSRD program, however, these relationships are exceptionally close and they may be a forerunner of a new collaborative effort between the University and Wisconsin’s elementary and secondary schools.

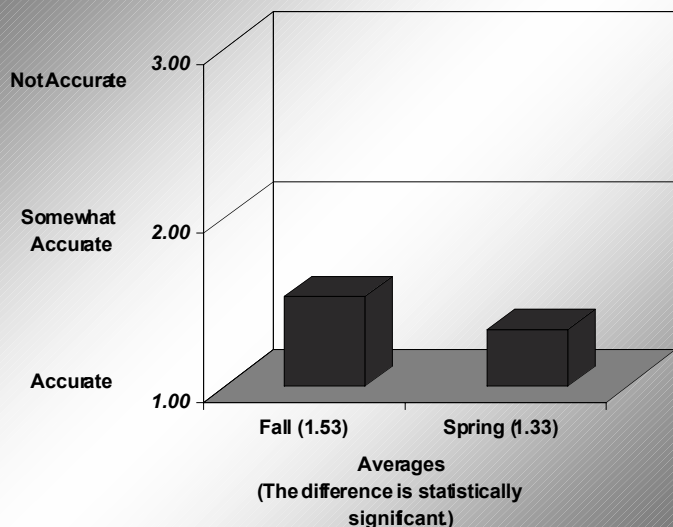
Another fundamental principle of the Wisconsin Idea is “the boundaries of the university are the boundaries of the state.” For five months in the 1998-1999 academic year, UW-Madison Curriculum and Instruction Professor Maggie Hawkins traveled to Franklin Elementary School to teach “Language, Culture and Learning,” a class on best practices for limited English proficient students. Twenty-one of the twenty-four classroom teachers at Franklin enrolled in the three-credit, college-level course. (Two teachers opted out due to pressing family obligations; one is retiring this year.) At the same time, Professor Hawkins is conducting an ethnographic research study at Franklin. She plans to

“University of Wisconsin System faculty has collaborated with elementary and secondary schools for dozens of years to improve education. In the CSRD program, however, these relationships are exceptionally close and they may be a forerunner of a new collaborative effort between the University and Wisconsin’s elementary and secondary schools.”

share the results of the study with the Franklin staff and the Madison Metropolitan School District.

Franklin’s “Integrated Services Model” is a “homegrown” model. The Franklin principal reports that her own classes at UW-Madison provided much of the inspiration for this model. The program converts specialists into regular classroom teachers and consolidates resources so class size can be reduced. UW-Madison Education Administration Professor Allan Odden has consulted with Franklin throughout the school year and was instrumental in

Question: Our external support system has been a key resource for us as we implement our reform design.



In each case in which there were problems between schools and technical assistance providers, DPI offered its assistance. In each case, school and district officials said they preferred to handle the situations themselves. Given the schools’ desire for independence, even in the face of considerable problems, DPI perhaps should shift its attention to a second policy question: Is there something DPI can do to prevent disagreements between schools and model providers?

It is important to remember these problems in context. Sixteen of the twenty-one CSRD schools reported satisfaction with the technical assistance they received. As the survey question shows, school staff viewed the external assistance as a “key resource” in the fall of 1998 and even more so when questioned again in the spring of 1999. The system in place worked for the vast majority of schools.

This “system” included DPI sponsoring a workshop on model providers, requiring districts to review the applications, requiring the applicants to have a written letter of support from the technical assistance providers and requiring a minimum of 50 percent of the school staff to support the reform. DPI staff also asks if staff members are continuing to support the CSRD program after the first year.

helping Franklin obtain a Title I waiver. The USDE waiver allows Franklin to use its Title I resources schoolwide, even though only 35 percent of Franklin students are eligible for Title I funding. (Schools must receive a waiver to use Title I funds schoolwide if less than 50 percent of the schools' population is eligible for Title I.)

Franklin is one of seven schools collaborating with UW faculty in 1998-1999 as they implement their CSRSD programs.

Parkview in New London is part of a consortium of five school districts in Wisconsin and Michigan implementing a comprehensive school reform model developed by a UW-Stevens Point professor. Kim Beloin's "Whole Schooling Reform" model has five core principles and strategies:

- Empowering students to function as effective citizens in a democracy;
- All children learn together across culture, ethnicity, language, ability, gender and age;
- Teach for diversity, developing accommodations and adaptations for learners with diverse needs and engaging students in meaningful, real-world activities;
- Build community by using specialized resources for the benefit of the entire community;
- Build partnerships with the community and provide guidance to students.

Acting on these principles, Parkview has begun piloting mixed age classrooms based on ability and teacher/parent recommendations. It is reducing class sizes in the primary grades by reallocating specialists to regular classrooms. It is using the "Tribes" program to group students into teams within classes. The Parkview staff is devoting additional time to reading and literacy skills and is beginning to use student portfolios as part of assessment.

To support implementation of the model, the technical assistance team from UW-Stevens Point and Michigan sponsored a summer leadership institute for consortium members in the summer of 1998, held workshops on model implementation at each of the schools in the fall and provided on-site evaluation and feedback on implementation in the

spring of 1999. The faculty also coordinated quarterly meetings of the consortium and led a conference on the Whole Schooling Reform model in rural schools in June 1999.

Washington Junior High in Manitowoc is collaborating with Fred Newmann at UW-Madison to implement its reform model. The model, based on the work of the University of Wisconsin's Center on the Organization and Restructuring of Schools, emphasizes improved student learning, authentic pedagogy, building school organizational capacity and utilizing external support.

Professor Newmann conducted a two-day workshop for Washington staff on authentic pedagogy in the fall of 1998 and serves as an ongoing consultant. UW Professor Bruce King evaluated implementation

Policy Implications

One third of the CSRSD schools receiving grants in the first round are receiving technical assistance from UW faculty. Some of the schools, like Franklin, Lowell, Parkview and Washington, are engaged in extensive collaborations. Collaborations with university faculty can have advantages over partnerships with "off the shelf" models. The consulting fees are generally less for university faculty. There is the potential for a symbiotic relationship between schools and university faculty. Schools want the technical expertise the faculty can provide. Meanwhile, faculty members often want to conduct on-site research or in some cases, and test their own reform models.

progress through site visits in the spring of 1999. Washington is also drawing expertise from Michael Rettig at James Madison University in Virginia on school scheduling.

The following table shows the complete list of CSRSD schools collaborating with university faculty, the faculty members involved, and the area of expertise of the faculty.

District	School	Assistance Providers	University	Area of Expertise
Madison	Franklin Elementary	Maggie Hawkins	UW-Madison	LEP
		Allan Odden	UW-Madison	Resource Reallocation
Madison	Lowell Elementary	Mary Louise Gomez	UW-Madison	Reading and Writing
		George Kliminski	UW-Madison	Community Education
		Gloria Ladson Billings	UW-Madison	Multicultural Education
		Kent Peterson	UW-Madison	School Improvement Planning
Manitowoc	Washington Junior	Alice Udvari-Solner	UW-Madison	Students with Disabilities
		Fred Newmann	UW-Madison	School Restructuring
		M. Bruce King	UW-Madison	Teacher Empowerment
Milwaukee	Congress Elementary/ Grand Avenue High	Michael Rettig	James Madison	Schedule Restructuring
		Bill Kritek	UW-Milwaukee	Implementation Evaluation
		Maggie Sneed	Alverno College	New Teacher Support
New London	Parkview Elementary	Alex Molnar	UW-Milwaukee	Intersession
		Kim Beloin	UW-Stevens Point	Whole School Reform

District Support

The Congressional Conference Committee Report on the CSRD legislation explains the roles of districts in implementing CSRD programs. The report states:

The conferees direct that each LEA application to the SEA for comprehensive school reform funds . . . describe how the LEA will provide technical assistance and support for the effective implementation of the comprehensive school reform programs selected by such schools, and describe how the LEA will evaluate the implementation of comprehensive school reforms in such schools and measure the results achieved in improving student academic performance.

In rating CSRD grant applications, DPI directed the peer review panels to assign a maximum of 10 points for the quality of district technical support and assistance and a maximum of 10 points for district evaluation activities out of 200 total points. The rest of the points were divided among the nine criteria listed in the federal legislation (innovative strategies, comprehensive design, professional development, benchmarks, support for reform, parental and community involvement, technical support, evaluation, and utilization of resources). DPI required districts to provide written assurances that districts and schools had addressed all eleven criteria in the grant application.

The diversity of 13 Wisconsin districts participating in the CSRD program is remarkable, particularly in size and resources. The Milwaukee school district has hundreds of schools and close to 100,000 students. Salem #7 in Trevor has one elementary school. The superintendent and the principal have adjacent offices in the school building. The Madison Metropolitan School District has vast resources to assist schools, including experts that specialize in curriculum, professional development, standards, and assessment. In the Ladysmith-Hawkins District, the superintendent has few resources and he is the only individual providing technical assistance on the district level.

Despite the diversity of district resources, the overwhelming majority of CSRD schools reported satisfaction with district support. Of the 21 CSRD schools, 19 reported receiving “consistent support” from their district. In interview, many of the principals and teachers offered that the district support was “excellent.”

Two CSRD schools had concerns on how well the program aligned with district and/or school initiatives. Due to a mismatch between the reform program efforts and district initiatives one school has decided not to continue in the CSRD program in the second year.

Asked whether there were any “major obstacles” to CSRD implementation at the district level, only five schools responded in the affirmative. One school expressed concerns that the school board consistently threatened to shut down the school. The school also said that its geographic attendance area had shrunk over time, leading to corresponding drops in the school's student population. Another elementary

school reported that its large class sizes were complicating implementation. Two other schools reported that the lack of substitute teachers in the district impeded professional development efforts. Finally, an elementary school reported that its Success For All program does not allow children to be retained—a potential conflict with the district’s new “no social promotion” policy. The school emphasized, however, that this has not been an issue yet.

District officials are positive about the CSRD programs, according to DPI surveys. The vast majority of officials responding to DPI surveys said the CSRD programs “fit with the districts overall strategic plan.” A similar majority said that “the district is an active member in the implementation of the CSRD design.”

State Support

Grants Administration

DPI took a number of steps to publicize the CSRD program. State Superintendent John Benson and U.S. Representative David R. Obey held two press conferences in early December 1997. DPI also notified schools of the CSRD program in a December 1997 mailing. The mailing included materials on the CSRD program, the legislation and various reform models. The department sponsored a workshop on reform designs in February 1998 and a grant-writing workshop in April. The department distributed draft grant applications at the February workshop and mailed the actual application to all Wisconsin schools in April 1998.

Some schools expressed concerns that the May 15, 1998, deadline did not leave enough time to write the application without being rushed. Schools also complained that the notification date (July 23, 1998) did not leave them enough time to properly plan staff training before the beginning of the school year. Washington Junior High School, in particular, said its staff training in the summer of 1998 would have been tailored much more closely to their CSRD plans had they been notified of the award earlier.

Asked in a follow-up question whether they would have preferred a later deadline if it meant not implementing their program until the middle of the 1998-1999 school year or the fall of 1999, most schools responded no. An official in the Saint Croix Falls school district suggested future competitions should allow schools that receive CSRD grants to spend the first year of the award planning for

implementation, with the three-year funding cycle delayed until the following year.

In the second round of competition, DPI moved the process to earlier in the school year to allow schools to align their school budgets and CSRD budgets. The department also gave schools more time to complete the grant applications. It announced the second competition in September 1998, set the deadline for applications at January 8, 1999, and announced

“A common characteristic of many comprehensive reform models is the conversion of specialists into regular classroom teachers.”

awards in March 1999. DPI staff visited all school districts that requested technical assistance with grant application development.

Site Visits

DPI staff visited each CSRD school in January and February 1999, to make program observations and to provide technical assistance. Staff provided each school a 1-2 page letter with written observations based on the site visits. The DPI evaluator visited the CSRD schools from March, to May 1999. The evaluator relayed requests for information and technical assistance to DPI staff who then responded.

Budget Revisions

DPI staff responded to all budget revision requests. All budget requests were granted except in three cases. The majority of first year funded schools had requested a budget revision to better align their budgets with their CSRD programs.

End of Year Reports

Each CSRD school had to complete an end-of-year report by May 1, 1999. DPI distributed the report form to schools in October 1998. DPI’s CSRD staff recruited over a dozen DPI staff from Title I and other programs to assist with in a daylong review of the reports. The staff used a standardized form to review the reports. The schools were rated in a number of categories, including performance goals, data analysis, professional development, continued support for comprehensive reform, parent involvement, and external assistance. For each category, staff determined whether the element was “included” in the end-of-year report, “not included,” “approved pending further clarification,” or “not apparent in the narrative provided.” DPI mailed the comments to the schools with the second-year award

notices. The department encouraged the schools to use the comments as feedback on the implementation of the program.

The Quality of DPI Assistance

CSRD schools gave DPI high marks for its support in 1998-1999. DPI asked if there was anything it could do to improve its support to schools. Very few schools responded and few of the responses related directly to the CSRD program.

Federal Support

Funding and Resources

The federal money made a difference, according to CSRD schools. Many of the 21 CSRD schools had some kind of reform effort under way when they applied for the grants. Many said they would have carried out the reforms with or without the CSRD grant. But Carol Fox, the principal at Royce Elementary in Beloit, reflected the views of many when she said: "We would have done it without the grant, but it would have happened much more slowly."

Several schools took advantage of federally supported resources in the process of implementing their CSRD programs. Lowell Elementary in Madison is working with Dr. Kent Peterson at the University of Wisconsin's Comprehensive Regional Assistance Center to implement leadership changes at the school. His work forms the basis for Lowell's school management changes including the devolution of authority from the principal to eight "Action Teams."

About 380 school officials attended the reform model workshop in February in 1998, cosponsored by the DOE-supported NCREL. NCREL officials assisted DPI in planning the implementation of the statewide CSRD program. NCREL also produced videos and written materials to help schools perform needs assessments and select among reform models. Several schools, especially those applying for grants in the second round, used the North West Regional Education Laboratory's *Catalogue of School Reform Models*. NCREL has hosted an ongoing series of meetings for state education agencies in the region to discuss CSRD and how NCREL can support state implementation.

DOE Site Visits

DOE officials visited five Wisconsin schools to observe the CSRD programs. The officials provided written feedback to schools after visits to Congress Elementary and Grand Avenue Schools in

Milwaukee and Wilson Elementary in Kenosha. USDE sent a crew to Saint Croix Falls Middle School and High School in Saint Croix Falls to film the CSRD programs in action for a CSRD informational video.

Building Capacity

Federal funding is allowing state and local officials to learn from each other. DOE sponsored a summer meeting for state officials involved in CSRD. DPI staff presented a progress report on Wisconsin's implementation of the CSRD program at the meeting. DOE also hosts an electronic mail list serve to distribute information about CSRD as fast as possible.

NCREL's regional implementation study informed officials in Wisconsin of CSRD implementation policies in other states. Federal support is allowing NCREL and DPI to cosponsor a "Summer Leadership Academy" for principals and school leaders in the summer of 1999. This retreat will kickoff a seminar series for CSRD school leadership in the 1999-2000 academic year.

Policy Implications

There has been a greater response and interest in CSRD from elementary schools than secondary schools. Many of the models appear to focus on elementary schools as well. The department should consider how to encourage the involvement of more secondary level schools in future competitions, and also to develop a strong resource file of research-based secondary level models.

Concluding Thoughts

In conclusion, the department has viewed the implementation from a variety of perspectives. One critical view has been to see the statewide implementation of the CSRD program as an "action research" study for the DPI. DPI staff have truly learned a number of valuable lessons as we have worked closely with districts, schools, NCREL, and model providers. This chapter will highlight the following: some of the key lessons that the department has learned in its first-year of implementation of the CSRD program; summary of the policy implications listed throughout the report; and finally, provide thoughts on future directions for the DPI.

Lessons Learned

As department staff reflected on the implementation process for the first year of the CSRD program, we have developed a list of key lessons that have been learned. These reflections were developed from internal conversations, discussions with schools, responses from the field, and conversations with technical assistance providers.

The following list outlines these key lessons:

- The department's role as a "critical friend" and support structure is a different role than many state education agencies have had in the past;
- Although teachers received substantial support from the various reform programs, the administrators did not receive an equivalent level of support;
- The department "grant-writing workshops" should have preceded the "design showcases." This would have allowed schools an opportunity to find out more about CSRD in general before finding out about the various reform models;
- Providing the CSRD applications and reviewer benchmarks well in advance of the due date was a helpful to the applicants;
- Although 1st round funded schools had all previously conducted needs assessment, the department would need to stress the importance of a strong needs assessment in any further competition;
- The coordination of efforts between the department and NCREL was key in providing relevant and timely information and services to districts and schools;
- Establishing quantifiable objectives was a challenge for some schools, but well-defined objectives made the end-of-year reports easier to complete and second year planning easier to do;
- The department's ongoing communication made dealing with the myriad of issues, questions and concerns easier and in a more timely fashion;
- The cross-agency effort in administering the CSRD program assisted keeping key department staff informed about the CSRD program;
- In the first year, most schools focused on implementing their reform program and its direct impact on the classroom; many are continuing this focus in the second year as well as widening their focus to include better parent involvement.

Policy Implications

As the department continually reviews the CSRD program implementation, it will become essential that the impact this program may have on state education policy be reviewed. The following is a summary of the various policy implications that have been outlined throughout this report:

- **Needs Assessment.** For further CSRD competitions, the department may need to provide more formalized and structured guidance on what a "needs assessment" is. There should be a stronger emphasis placed on the importance of a LEA conducting a needs assessment before selecting a reform model.
- **Additional Points.** Giving extra points to certain schools may make other schools reluctant to apply for future rounds of competition. As in the initial implementation of the CSRD program, it is important that there exists a balance between urban and rural, elementary and secondary, and schools with the greatest needs.
- **Staff Buy-In.** The department could raise the percentage of school level staff support or buy-in from the current requirement of a "majority." This may ensure a broader level of support from the school. However, all model providers required more "buy-in" than the department did in the first round of competition.
- **External Partnerships.** For future CSRD type efforts, the department should examine the possible role that the institutions of higher education could play in assisting Wisconsin schools. Their expertise and skills could be key for assisting schools especially if they are not able to work directly with a "reform model."
- **Waivers.** The department needs to more closely examine the use of waivers as schools implement their reform programs on a case by case basis.

- ***Secondary Level Reforms.*** For future CSRD related competitions, the department will need to address the challenge of how to "attract" more high schools to become involved in a comprehensive reform effort.

Future Directions

As the department looks at the second year of implementation, it will be essential to the overall successful implementation of CSRD at the state level that we closely examine our role and support structures. In order to better support the districts and schools implementing CSRD, we have developed the following possible future directions and activities:

- The department staff will continue the ongoing communication, site visits and meetings with CSRD schools;
- The department will continue to "tailor" the department's training so that it addresses the needs of the CSRD schools;
- The department will continue to work with the NCREL in order to coordinate resources and efforts in order to work most effectively with CSRD districts and schools;
- The department will continue to use a cross-agency effort to oversee the implementation of the CSRD program;
- The department will use the "lessons learned" to influence further statewide school improvement initiatives and activities;
- The department will provide training in the areas of leadership and data driven decision making in the second year; and
- The department will continue to focus its attention on the impact that the CSRD programs are having on all students, especially historically underserved students i.e., children with disabilities and limited English proficient.

SCHOOL PRFORMANCE REPORTS

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: BELOIT
SCHOOL: BURDGE ELEMENTARY

IMPLEMENTATION LEVEL: PILOTING
PROGRESS RELATIVE TO GOALS: ON SCHEDULE

Overall Comments and Suggestions: The principal is a confident leader and is solidly supporting Lightspan implementation. In 1999-2000, the school is hiring staff to help coordinate the CSRD effort. Burdge is hiring a program coordinator to concentrate on professional development and a parent coordinator to increase parent involvement.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	11	↑ 11	11	↓ 21	61	↑ 3	17	↑ 6
Enhanced Language	0	0	6	↓ 5	39	↑ 7	22	↓ 36	33	↑ 33
Mathematics	0	0	11	↑ 6	39	↓ 8	39	↓ 3	11	↓ 6
Science	0	0	11	0	11	↓ 31	72	↑ 35	6	↓ 5
Social Studies	0	0	6	↓ 10	17	↓ 25	50	↑ 13	28	↑ 23
1997-1998 Enrollment: 205 Attendance Rate: 93.8% Percent of Students Suspended: 2.4% Percent Dropped Out: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction			X					X
Standards		X					X	
Assessment		X					X	
Professional Development			X				X	
Parental Involvement			X				X	
Utilization of Resources			X				X	

Curriculum: Some teachers said they had integrated Lightspan into curriculum. Others said they had difficulty, especially those teaching combined-grade classrooms.

Instruction: In demonstrations, the quality of the software seemed inconsistent. In one demonstration of a vocabulary module, the students had no trouble. In another demonstration of a logical reasoning module students and the teacher seemed to have trouble navigating the program. In interviews, some teachers reported reluctance to integrate Lightspan with instructional practices. This seems to be reflected in Burdge's data showing less participation in the fourth and fifth grades. To get on schedule and to move to implementing, all staff must be on board.

Standards: There is strong support at Burdge and at the district for developing and implementing standards. Future progress depends on cooperation with the district.

Assessment: The meticulous documentation Lightspan uses is a good sign Burdge is following its assessment plan. The school reports that Lightspan is offering excellent support

for program assessment. The end of year report provides further documentation of this. Burdge is planning an educational motivation assessment.

Professional Development: Burdge concentrated its professional development on state and district standards in 1998-1999. Next year, Burdge will focus on integrating the Lightspan model with the standard-based curriculum and instruction.

Parental Involvement: The "Documentation of Lightspan Home Use" report shows Burdge is falling short of its goal of having each student use the Lightspan system for at least one-half hour each night. Some classes are averaging one-quarter hour per night, per student. With variation in use among student probable, there are some students using the system only sporadically or not at all. Participation is weaker in grades four and five. The parents interviewed expressed enthusiasm about the school and about the program.

Utilization of Resources: Burdge used resources as planned in 1998-1999. The plan to hire a Lightspan coordinator to work as a 0.10 F.T.E. may be an underestimation of the time needed for this position.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: BELOIT **IMPLEMENTATION LEVEL:** IMPLEMENTING
SCHOOL: ROYCE ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Royce has some of the key ingredients for a successful CSRD program: strong support from the Success For All (SFA) staff, a struggling but enthusiastic staff, an experienced on-site facilitator a dedicated principal (wearing an SFA pin on the day of the site visit). Most of the obstacles reported are beyond the school's control. If Royce's pace continues, it may reach Fulfilling by the end of 1999-2000 or by 2000-2001.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	↓ 22	28	↑ 17	21	↓ 10	41	↑ 5	10	↑ 10
Enhanced Language	0	↓ 22	28	↑ 13	31	↓ 29	28	↑ 24	14	↑ 14
Mathematics	0	↓ 17	7	↓ 4	34	↓ 19	45	↑ 26	14	↑ 14
Science	0	↓ 17	3	↓ 11	17	↓ 22	69	↑ 41	10	↑ 7
Social Studies	0	↓ 17	3	↓ 8	17	↓ 14	59	↑ 17	21	↑ 21
1997-1998 Enrollment: 315 Attendance Rate: 93.9% Percent Suspended: 8.6% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum		X					X	
Instruction		X				X		
Standards			X				X	
Assessment		X					X	
Professional Development		X					X	
Parental Involvement			X				X	
Utilization of Resources		X					X	

Curriculum: Adoption of the SFA curriculum has been rapid. Royce reports some difficulty adapting textbooks to Success For All model. The district math program will be implemented next year.

Instruction: Teachers in all classrooms visited were clearly following SFA model, including hand signals, posted lesson objectives and fast transitions. The goal was to have the instructional changes implemented by the end of the year. The changes were implemented by the March site visit, ahead of schedule. The teachers will be trained in "Writing Wings" next year. The school is concerned that the school board's "no social promotion" policy may contradict the policies of Success For All.

Standards: Changes in instruction have taken precedent over standards, according to the principal. Work in summer of 1999 and coordination with the district should help integrate state and district standards with SFA.

Assessment: Royce has implemented the SFA eight-week assessment process on schedule. The district support for program and student assessment is strong.

Professional Development: SFA trainers had visited Royce three times by the site visit in March. The on-site facilitator is experienced and respected. Bimonthly meetings reinforce SFA practices. The school is concerned that the school board does not support enough professional development, making implementation challenging.

Parental Involvement: Royce has created a Family Support Team as required by SFA. Teachers reported positive results for students referred to the team. The school says that not all parents are reading to their children the required 20 minutes per night. Royce says that the team and parental involvement will be a focus in the second year.

Utilization of Resources: The school is using Title I and district resources to help implement SFA.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: EAU CLAIRE
SCHOOL: LINCOLN ELEMENTARY

IMPLEMENTATION LEVEL: PILOTING
PROGRESS RELATIVE TO GOALS: ON SCHEDULE

Overall Comments and Suggestions: The day of the evaluation site visit a teacher with 27 years of experience was observing and taking notes in a fellow teacher's classroom on her day off. Lincoln's enthusiastic staff, dedicated principal and strong support from Success For All (SFA), and from the district contribute to Lincoln's rapid progress. Other schools could learn from Lincoln's parental involvement efforts. A concern is how the school will maintain small classes for reading in the long term.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	4	↓8	4	↑2	27	↑15	58	↓10	8	↑3
Enhanced Language	4	↓8	4	↓3	23	↓36	58	↑38	12	↑10
Mathematics	4	↓8	12	↑5	31	↓3	42	↑3	12	↑5
Science	4	↓8	4	↑2	8	↓19	73	↑29	12	↓3
Social Studies	4	↓8	4	↓1	12	↓8	73	↑22	8	↓4
1997-1998 Enrollment: 242 Attendance Rate: 97.0% Percent Suspended: NA Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum		X					X	
Instruction		X					X	
Standards				X			X	
Assessment			X				X	
Professional Development		X					X	
Parental Involvement		X					X	
Utilization of Resources			X				X	

Curriculum: Lincoln teachers are clearly using the SFA materials in the classrooms. Teachers report difficulty in fitting all the components into lessons on a consistent basis. The staff should become more comfortable with it in time.

Instruction: Lincoln teachers are clearly using SFA methods, including posted lesson objectives and review material, hand signals, and rapid transitions. The principal reports pacing is a problem; teachers skip the end of lessons because they run out of time. Principal visits every classroom everyday, helping to ensure consistent implementation. One teacher reports: "I've been teaching for over 20 years and this is the first time ever that I feel really good about the instruction our special needs students are getting."

Standards: The principal said the school has "adopted state standards," but has not compared state standards to SFA

expectations. Lincoln will be using WSAS results to identify needs.

Assessment: The school has implemented SFA eight-week assessments. The principal said that the SFA assessments are good for "Roots" (Grades K-1), but not as good for "Wings" (Grades 2-5). The school is looking for an alternative.

Professional Development: Professional development at Lincoln is closely aligned with the SFA plan. The principal and staff report strong satisfaction with SFA support. Seven teachers had attended SFA conferences by the time of the site visit. The district has supported SFA professional development, releasing Lincoln of some district professional development obligations that conflicted. Veteran teachers, in particular, have embraced SFA.

Parental Involvement: Lincoln has made great strides in involving parents and community members in education and SFA. Most parents are following the SFA pledge to spend at least 20 minutes reading with their children each night. The school reports that their “Raising Reader Night” was extremely well attended—the result of an exhaustive recruitment effort. The staff is pleased with the progress of the Family Support Team. The team involves parents in the special education or disciplinary referral process from the

beginning. The school may reach Fulfilling next year when it institutes home visits.

Utilization of Resources: The school has used resources as planned. The Title I coordinator is now the SFA on-site facilitator. The district provided the resources to allow Lincoln to hire additional reading teachers. It is not clear how Lincoln will support its small reading classes in the long term. When it has such a plan, it should reach the Implementing or Fulfilling stage.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: FLORENCE **IMPLEMENTATION LEVEL:** IMPLEMENTING
SCHOOL: FLORENCE ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Florence is making good progress in implementing the High/Scope model. Teachers are struggling, but enthusiastic. The district support has been constant. The support from High/Scope has been strong. A potential problem is staff burnout. Florence and High/Scope expect a great deal from teachers. Foremost, perhaps is new lessons based on hands-on activities. If Florence does not take steps to preserve and archive these projects, teachers may reinvent the wheel each fall. This may turn the initial enthusiasm into exhaustion. Florence's adjustment to establish more collaborative planning time for teachers is a good step.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	7	↑4	21	↑2	48	↓14	24	↑8
Enhanced Language	0	0	3	↓11	41	↑11	38	↓11	17	↑9
Mathematics	0	0	7	↓1	31	↓1	34	↓7	28	↑9
Science	0	0	0	↓3	17	↑1	66	↓7	17	↑9
Social Studies	0	0	3	0	14	↓13	52	↓5	31	↑17
1997-1998 Enrollment: 343 Attendance Rate: 93.3% Percent Suspended 1.8% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction		X					X	
Standards			X				X	
Assessment			X				X	
Professional Development		X					X	
Parental Involvement		X					X	
Utilization of Resources	X					X		

Curriculum: Florence integrated its new science and social studies curriculum in 1998-1999 and will establish its new physical education, art and music curriculum in 1999-2000. The school is moving towards a "child-centered curriculum," driven by student curiosity.

Instruction: According to one student: "Last year the teacher just read to us." This year, students are taking direct responsibility for their education. High/Scope's "Plan, Do, Review" is clearly in place in the elementary classrooms. The school identifies increase collaborative planning time for teachers as a need for 1999-2000.

Standards: The Florence teachers are working to align the curriculum with state standards. Some teachers expressed concern that the state's standards and assessments may force teachers to "teach to the test," a practice that may run counter to High Scope's curiosity-driven instruction.

Assessment: Florence is using parent and teacher surveys, workshop participation records, library use records, discipline records, WSAS results, Third Grade Reading test results, and participation in literacy programs.

Professional Development: High/Scope led the Florence staff in training on hands-on teaching methods and on child cognitive and developmental psychology in five sessions over 1998-1999. High/Scope also observed teachers four times over the school year and provided written feedback.

Parental Involvement: The CSRD design team included parents and community members. Parents were invited to High/Scope's initial three-day training. Florence's family center has been conducting home visits to provide information to parents with newborns. Florence reports that parents have been volunteers in the classrooms. To enhance

these activities, Florence is establishing a volunteer coordinator position funded by the CSRD grant and Goals 2000 funds. Florence will initiate what it calls a “parent/teacher/student” contract in the summer of 1999.

Utilization of Resources: Florence is taking steps to perpetuate the High/Scope model after the CSRD grant, including training two staff members to be program facilitators. It is hiring a volunteer coordinator. This should facilitate parental involvement in the class room and student involvement in the community.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: FLORENCE **IMPLEMENTATION LEVEL:** **IMPLEMENTING**
SCHOOL: HILLCREST ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Hillcrest is making clear progress in implementing the High/Scope program. The staff is enthusiastic, the school and district leadership is dedicated and the technical support is strong. Hillcrest will face challenges in adapting its CSRD program to grades 4-8. The staff gave every indication that it will succeed. Hillcrest should be proud of its progress in implementing High/Scope and in meeting the needs of its community.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	5	↓2	16	↓24	63	↑10	16	↑16
Enhanced Language	0	0	5	↓2	21	↓59	42	↑29	32	↑32
Mathematics	0	0	0	↓20	11	↓42	32	↑12	58	↑51
Science	0	0	0	0	5	↓28	68	↑1	26	↑26
Social Studies	0	0	5	↓2	5	↓35	53	0	37	↑37
WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	13	4↑	7	15↓	60	12↑	20	2↓
Enhanced Language	0	0	13	4↑	27	38↓	27	1↑	33	33↑
Mathematics	0	0	0	30↓	40	17↓	33	20↑	27	27↑
Science	0	0	0	0	7	36↓	40	8↓	53	44↑
Social Studies	0	0	0	4↓	27	5↑	27	30°	41	24↑
1997-1998 Enrollment: 204 Attendance Rate: 91.4% Percent Suspended: 3.9% Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction			X				X	
Standards		X					X	
Assessment				X			X	
Professional Development		X					X	
Parental Involvement		X					X	
Utilization of Resources	X					X		

Curriculum: Hillcrest integrated its new English and math curriculum last year, a new science and social studies curriculum in 1998-1999 and will establish its new physical education, art and music curriculum in 1999-2000. The school is moving towards a “child-centered curriculum,” driven by student curiosity. Collaboration with other districts has been strong, the staff reports. Lack of curriculum support is the one (and only one) complaint lodged against High/Scope. Teachers work hard developing

child-centered projects, but they do not take adequate steps to preserve their work to pass it on to each other. Some sort of archiving system may cut down on future work (and stress). When the new curriculum is in place in its entirety, Hillcrest should move to Implementing or Fulfilling.

Instruction: The new unity in instructional methods among staff was most evident with the example of the long-term substitute teacher who quickly picked up the High/Scope

pedagogy from the rest of the staff and the facilitators. Hillcrest is moving towards ending pullouts. Staff reports more difficulty in adapting High/Scope, a primary grade model, to grades 4-8. When the school's 4th and 8th grades are fully integrated into the program, it may reach Implementing or Fulfilling.

Standards: Staff reports High/Scope has been instrumental in keeping the staff focused on state standards. The new curriculum is based, in part, on state standards.

Assessment: School has plans to analyze WSAS and reading test data. What the school does not make explicit is how it evaluates individual students on an ongoing basis and how this may feedback into instruction. The school may want to consider such strategies, although it should take care to be consistent with the High/Scope model.

Professional Development: By all reports, High/Scope is providing excellent support to teachers. Trainers have visited the school multiple times to coach and observe

teachers. As the school's facilitator is trained to be a trainer, Hillcrest should move to Fulfilling.

Parental Involvement: Staff sends portfolios of student work and reports to parents every week. Teachers and parents said this was a great improvement over the sporadic or problem-driven reports of the past. The Florence County schools join Milwaukee's Congress Elementary as CSRD schools implementing innovative programs for families with newborn children. The school may want to consider ways to encourage parents to become more *actively* involved in Hillcrest. The plans to hire a volunteer coordinator with Goals 2000 funds should help.

Utilization of Resources: Hillcrest is doing an excellent job marshalling resources now and is also planning for the future. The school is applying for a Title I waiver to spend those funds schoolwide. It is using Title II and Goals 2000 money to, among other things, train Paul Bierman to be the on-site facilitator.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: KENOSHA
SCHOOL: WILSON

IMPLEMENTATION LEVEL: PILOTING
PROGRESS RELATIVE TO GOALS: ON SCHEDULE

Overall Comments and Suggestions: Parents and teachers interviewed called Wilson a “dream school.” Compared to what it was a year ago, Wilson has made remarkable strides. The district effectively reconstituted the school, allowing a new principal the opportunity to establish the Marva Collins model and to choose his staff. The support from the Marva Collins staff has been strong. In terms of school climate, staff has made noticeable progress, particularly in reducing discipline problems and unifying expectations. In terms of student achievement it is early to judge. The changes to the curriculum and instructional practices have set the stage for substantial progress.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	14↓	41	23↑	41	14↑	18	23↓	0	0
Enhanced Language	0	14↓	45	4↑	27	14↓	27	22↑	0	0
Mathematics	0	14↓	36	9↑	32	18↓	27	22↑	5	0
Science	0	14↓	27	9↓	27	14↓	45	36↑	0	0
Social Studies	0	14↓	23	18↓	23	18↓	50	45↑	5	5↑
1997-1998 Enrollment: 205 Attendance Rate: 91.2% Percent Suspended: 42.9% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum				X				X
Instruction		X					X	
Standards				X			X	
Assessment			X				X	
Professional Development		X					X	
Parental Involvement		X					X	
Utilization of Resources		X					X	

Curriculum: The principal reports that he did not realize how much he would have to supplement the Marva Collins curriculum. Staff planning time in the summer of 1999 should help resolve this. Once fully implemented, the curriculum will mean high expectations for students.

Instruction: The principal and the teachers are enthusiastic about Marva Collins. Classroom observations revealed that the teachers were incorporating the Marva Collins methods. Many students seemed eager to take part in the learning process by raising their hands during the lesson and participating in hands-on activities.

Standards: The principal reports that Wilson’s standards will be higher than the state and district standards. Wilson is waiting for report cards from the district that will be used

district-wide. These report cards will be criterion-referenced and based on district standards.

Assessment: Wilson is comparing its schoolwide performance to other schools in the district and collecting disciplinary data. Small portfolio and large portfolio assessments are planned.

Professional Development: Marva Collins staff spent an extraordinary amount of time with Wilson at the beginning of the year. One Marva Collins trainer spent a month at Wilson. Some teachers are taking college courses in phonics instruction. School professional development activities are solid, teachers report. At Wilson, the principal is the program coordinator. The principal is developing leadership in the staff. One concern, however, is the concentration of implementation responsibility at the principal level. A

suggestion is to hire or promote an individual to a program coordinator position if the job becomes overwhelming.

Parental Involvement: Parents are reacting enthusiastically to the new Wilson Elementary School and the Marva Collins' design. Discussions with parents supported the principal's view. Parents are now on the site council and volunteer in the classrooms.

Utilization of Resources: Wilson is using Title I, P-5, SAGE, and CSRD funds to support Marva Collins program implementation and to lower class size. Observed classes had 15-20 students. Wilson is spending substantial sums on music facilities.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: LADYSMITH-HAWKINS **IMPLEMENTATION LEVEL:** **IMPLEMENTING**
SCHOOL: HAWKINS ELEMENTARY **PROGRESS RELATIVE TO GOALS:** **ON SCHEDULE**

Overall Comments and Suggestions: Hawkins is making steady progress in all areas. The staff is excited about the changes at the school. The district is providing excellent support. The non-graded program with Reading Recovery borrows concepts from Success For All, but without the rigidity of SFA's curriculum and instruction. The principal stepped down at the end of 1998-1999. This is a cause for concern. The principal's consensus style of management fits well with the staff. But because the staff is used to taking the initiative, it should be able to continue the early success of the CSRD program.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	↓ 22	28	↑ 17	21	↓ 10	41	↑ 5	10	↑ 10
Enhanced Language	0	0	0	0	18	↓ 55	55	↑ 28	27	↑ 27
Mathematics	0	↓ 17	7	↓ 4	34	↓ 19	45	↑ 26	14	↑ 14
Science	0	↓ 17	3	↓ 11	17	↓ 22	69	↑ 41	10	↑ 7
Social Studies	0	↓ 17	3	↓ 8	17	↓ 14	59	↑ 17	21	↑ 21

WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	0	0	38	↑ 2	50	↓ 5	13	↑ 4
Enhanced Language	0	0	0	0	38	↓ 44	50	↑ 32	13	↑ 13
Mathematics	0	0	25	↑ 25	50	↓ 5	25	↓ 11	0	↓ 9
Science	0	0	0	0	50	↓ 5	50	↑ 5	0	0
Social Studies	0	0	0	0	0	0	100	↑ 27	0	↓ 27

1997-1998 Enrollment: 97 Attendance Rate: 94.2% Percent Suspended: 2.1% Dropout Rate: 0

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction		X				X		
Standards			X				X	
Assessment		X					X	
Professional Development		X					X	
Parental Involvement	X						X	
Utilization of Resources	X					X		

Curriculum: Hawkins is developing a "vertical and horizontal" language arts curriculum. Hawkins will begin the new math program in 1999-2000 and start the new foreign language program the year after. The staff reports relief at not having to teach two lesson plans per class, as was the case in the graded model.

Instruction: The largest change is the switch to non-graded instruction. The school has also implemented longer teaching blocks, and the DEAR program (Drop Everything And Read). The District is considering adopting instructional methods at the other elementary school, Ladysmith Elementary.

Standards: Last summer, the teachers worked to align their curriculum with the state's enhanced language standards. This summer, the staff will examine the math standards.

Assessment: The school is using Terra Nova tests to examine individual and school achievement. Implementing the Reading Recovery program has helped Hawkins focus on the students scoring in the lowest 10-15 percent on Terra Nova tests. Students are leading parent-teacher conferences with portfolios. The school reshuffled the groups several times this year.

Professional Development: Professional development is directly aligned with program goals. Teachers have had training in Reading Recovery, Everyday Math, guided reading, and multi-age instruction. Weekly meetings helped a keep the school focused, the principal reported. Hawkins

will have a weeklong class taught at Hawkins this summer by a professor from a local college.

Parental Involvement: Hawkins almost has to turn parent and community volunteers away, the principal reports. The school serves as a community center for the rural town and surrounding area. The Principal recognized the need for more coordination at the time of the evaluation site visit, noting plans to hire a parent coordinator.

Utilization of Resources: Outside funds are closely linked to CSRD program goals. Hawkins has used the CSRD as leverage to raise funds elsewhere. The community has been a tremendous support. One anonymous individual donated \$4,000 for books after the library started to run low. Hawkins adds a paper brick to a wall in the school hallway for every book a student reads.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MADISON **IMPLEMENTATION LEVEL:** IMPLEMENTING
SCHOOL: FRANKLIN ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Franklin expected 349 students this year and ended up with 399. This has challenged the school, particularly in its effort to lower class size and promote inclusion. Nonetheless the school has accomplished the main goals of its CSRD grant and is implementing the professional development to support its program. Franklin's assessment program is strong and could be a model for other schools. Its end-of-year report focused on goals and outcomes.

SCHOOL PERFORMANCE INDICATORS

****Franklin Elementary School is a K-2 school. Therefore, it does not participate in the WSAS.**

WSAS SCORES 1999	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading										
Enhanced Language										
Mathematics										
Science										
Social Studies										
1997-1998 Enrollment: 399 Attendance Rate: 95.3% Percent Suspended: NA Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum		X					X	
Instruction		X					X	
Standards		X					X	
Assessment	X						X	
Professional Development		X					X	
Parental Involvement	X						X	
Utilization of Resources		X					X	

Curriculum: Franklin's School Improvement Plan committee has three subcommittees. One subcommittee concentrates on reading, a second committee examines writing and a third focuses on math. Teachers have two hours of early release time each Monday to engage in team planning of the curriculum and lessons.

Instruction: Franklin planned to make two major changes to its instructional practices. First, it aimed to reduce class size to 16:1. Second, it wanted to reduce pullout sessions by 91 percent. On the first, Franklin says it has reduced its student-to-teacher ratio to 16.5:1. The change in the data reported reflects the team teaching and combined classrooms that were common in 1998-1999. In classroom observations, teachers did team-teach in some classrooms. The increase in team teaching may be a consequence of the unexpected enrollment surge. Franklin expected 349 students and ended up with 397. On the second goal, Franklin reports reducing pullout sessions by 91 percent. The school's Instructional Design Team met monthly to plan and implement changes in instruction associated with the elimination of pullouts.

Standards: Franklin has made standards a focus in 1998-1999. The school used two professional development days to work on aligning the curriculum with district standards in conjunction with the Randall Elementary staff (Franklin's sister school offering grades 3-5). Franklin staff members also serve on District Curriculum Committees in language arts, mathematics, social studies and science.

Assessment: Franklin assesses students on reading level obtained, vocabulary and sentences. It has specific goals for student achievement at each grade level. Teachers are encouraged to use the triennial assessments to modify instruction based on individual needs. Franklin also administered a curriculum continuity survey to teachers, finding that 100 percent of teachers reported that students had more curriculum continuity with the elimination of pullouts. Finally, the school administered a student satisfaction survey, finding that at least 82 percent of students responded positively on all questions.

Professional Development: Franklin staff took a class on "Language, Culture and Learning" to help teachers

accomplish Franklin's move to inclusion. A University of Wisconsin-Madison professor taught the class at the school from October to March. Teachers also engaged in 10 hours of training on writing instruction sponsored by the district. A portion of the staff participated in training on emotional support for students in an integrated classroom. Two teachers had training in administering the Primary Language Arts Assessments. The school reports that, as a result of this professional development, teachers learned more about how to work with [Limited-English Proficient] students, learned "balanced methods" to teach reading and writing instruction and how to analyze assessment data to modify instruction.

Parental Involvement: Franklin used part of its CSRD grant to increase its bilingual resource staff by one full-time

equivalent position. The school reports that this has "allowed families at Franklin to better communicate in their native languages. The Franklin parent-teacher organization paid for the installation of telephone lines with recordings in Spanish and Hmong. In addition, the school has held nine meetings for parents in 1998-1999: three in English, three in Spanish and three in Hmong.

Utilization of Resources: Franklin applied for a Title I waiver as it applied for the grant. With the help of University of Wisconsin faculty, Franklin received the waiver, even though the school had only 35 percent of its students eligible for Title I funding. It used these funds and CSRD funds to convert English-as-a-second-language specialists into regular classroom teachers.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MADISON **IMPLEMENTATION LEVEL:** IMPLEMENTING
SCHOOL: LOWELL ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Lowell's assessment data are exhaustive. The school's focus on changing instruction is thorough and should be an example for other schools. The school's parental involvement activities are evolving. More information on the results of parental involvement efforts would help DPI better understand the program and perhaps help the school better evaluate its efforts.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	10	↓10	10	↓12	17	↓3	40	↑7	23	↑19
Enhanced Language	10	↓10	8	↓20	23	↓10	32	↑13	27	↑27
Mathematics	10	↓10	2	↓17	18	↓17	43	↑28	27	↑16
Science	10	↓10	2	↓24	17	0	52	↑21	20	↑14
Social Studies	10	↓10	3	↓25	10	↓14	43	↑19	33	↑29
1997-1998 Enrollment: 489 Attendance Rate: 95.4% Percent Suspended : 0.8% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction		X				X		
Standards		X					X	
Assessment		X					X	
Professional Development		X				X		
Parental Involvement			X				X	
Utilization of Resources		X					X	

Curriculum: Lowell developed a schoolwide literacy program based on rubrics in 1998. The program and its rubrics served as the standard by which teachers were judged. Based on a teacher initiative, Lowell used some of the CSRD funds to adopt Everyday Math (University of Chicago Series) for about half of its teachers. Lowell is struggling to meet the needs of its 10 new emotionally disabled students, according to the staff. The school's plans to hire a ED program support employee should help the school reach Implementing.

Instruction: Lowell uses a four-level system to judge teachers on their classroom instruction based on the research of Michael Fullan. Using principal and peer evaluation based on specific rubrics, Lowell rates its teachers as being in the "inquiry," "initiation," "implementation," or "institutionalization" phases. Lowell has 33 teachers. In the fall, Lowell rated 4 in inquiry, 4 in initiation, 13 in implementation, and 12 in institutionalization. By the spring of 1999, 0 were in inquiry, 2 were in initiation, 14 were in implementation and 17 were in institutionalization. When

the majority of the teachers are in the institutionalization phase of its own evaluation, Lowell will reach Fulfilling.

Standards: District support for standards (and assessment based on the standards) is strong. Grade-level testing in the district in reading, math and writing supplements WSAS testing in fourth grade. The school has made a "standards-based curriculum" one of its six schoolwide priorities.

Assessment: Lowell is collecting data from the Primary Language Arts Assessment, the Primary Math Assessment, the Wisconsin 3rd Grade Reading Test and Terra Nova tests. It is tracking individual growth in students on parts of the language and math assessments.

Professional Development: Lowell's governance system with Action Teams and a coordinating committee (including the chairs of the Action Teams, the Title I facilitator and the principal) helps ensure a coordinated professional development program. Professional development focused on reading, math, and cross-categorical inclusion.

Parental Involvement: Lowell says it has the “strongest parent involvement in School Improvement Planning of all Madison schools” in its end-of-year report, but does not explain what this means. The school’s description of parental involvement is based almost exclusively on inputs and does not address whether what they do makes a difference. These inputs are extensive, however, including newsletters, a parent orientation program, a parenting skills series and a home reading incentive program.

Utilization of Resources: Lowell became a schoolwide Title I school the year before receiving the CSRD grant. The CSRD grant has allowed Lowell to integrate the Title I resources into curriculum and instruction efforts. Lowell is using its teachers as a resource, particularly in planning and implementing change. The school’s eight “Action Teams” are responsible for an ongoing assessment of needs and implementing solutions. The district is providing training for two teachers to become peer coaching in literacy.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MANITOWOC **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: WASHINGTON JUNIOR HIGH **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: "I tried to find words for how the school feels when I come in, and what I came up with was 'an atmosphere of academic seriousness. That's what I see passing classrooms, hearing teachers in the lounge, and feeling the buzz in the office.'" This is an unsolicited quote from a substitute teacher about her experience at Washington. In describing site visit observations, DPI could use much the same imagery. Washington teachers team-teach, observe each other, videotape each other, and teach in front of the occasional outside visitor. For all the attention the teachers receive, they seem remarkably confident and unconcerned. This suggests strong technical support and encouraging leadership. Interviews with staff bolster this view. The method Washington uses to track parental involvement could be a model for other schools.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	5	1↑	12	5↓	17	3↓	58	7↑	8	0
Enhanced Language	5	1↑	5	7↓	27	44↓	46	33↑	16	16↑
Mathematics	6	2↑	11	15↓	52	9↑	24	5↑	7	1↓
Science	4	0	5	8↓	40	11↑	46	3↑	5	6↓
Social Studies	4	0	3	2↓	17	6↓	54	12↑	22	4↓
1997-1998 Enrollment 707 Attendance Rate: 94.0% Percent Suspended: 6.8% Dropout Rate (Grades 7-8): 0.4%										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum				X			X	
Instruction			X				X	
Standards			X				X	
Assessment			X				X	
Professional Development		X					X	
Parental Involvement			X				X	
Utilization of Resources		X					X	

Curriculum: Washington is developing checklists that will help students, teachers and parents assess progress towards meeting the state standards. As of now, only the checklist for social studies is complete; none has been given to parents or students yet.

Instruction: Washington has incorporated Title I and Gifted and Talented students into regular English classes in an attempt to boost reading and enhanced language scores on the WSAS. Washington is developing a schedule with longer teaching periods that may be implemented in 1999-2000.

Standards: The Washington staff is working to tie "authentic pedagogy" to the Wisconsin Model Academic Standards. Teachers created lesson plans that were reviewed

internally for consistency with the state standards and externally by a technical assistance provider from the University of Wisconsin-Madison.

Assessment: Washington reports that many teachers have modified assessments. Science teachers required students to "create something new" for their final exam. Projects included an instruction manual for a microscope and a narrated tour through a living cell. The English Department will create common writing and language rubrics to be used schoolwide.

Professional Development: To push teachers to reexamine their instruction, Washington concentrated on modeling "authentic" pedagogy. The staff received two days of training from Fred Newmann in the beginning of the year. It

then began assembling videotape samples of quality teaching. Washington conducted surveys of staff in the fall and spring to test the degree of understanding of the concepts underlying authentic pedagogy. According to a separate "Professional Community Survey," teachers are spending more time working in teams to plan, teach and evaluate lessons. Eight teams of teachers set personal, team and school goals for curriculum, instruction and assessment. For example, one team set the following as a goal: "Each of us will develop a lesson plan involving elaborated written communication which is align with the Wisconsin Academic Standards and which would rate high on the Authentic Pedagogy Standards" provided by Newmann.

Parental Involvement: The Washington Effectiveness Committee—consisting of teachers, administrators, parents, students and community members—meets to discuss the implementation of the reform design once a month. Washington has created individual videotapes of individual students making a presentation to ask parents for feedback. Some teachers are piloting student-led parent-teacher

conferences. While Washington is not where it wants to be with parental involvement, the way the school is tracking it could be a model for other schools. Washington uses a student survey to ask four questions: "How often does one of your parents 1) help you with your school work? 2) talk to you about what you are doing in school? 3) ask you about homework? 4) go to meeting or events at your school?" Washington reports that 22 percent of students answer "often" or "very often" to all four questions when asked in May 1998. It aims to increase that percentage in 1999-2000.

Utilization of Resources: Washington and the Manitowoc school district are making plans to perpetuate the comprehensive school reform model in the years to come. University of Wisconsin faculty are teaching the Washington staff to be "trainers of trainers." These staff members will then be able to train and retrain teachers within the school and throughout the district. Washington reports receiving a great deal of support for and active involvement in implementation of the reforms.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MILWAUKEE **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: CONGRESS ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Following the Coalition of Essential Schools' "less is more" principle, Congress is focusing more attention to reading and literacy. In 1999-2000 it will turn its attention to instructional methods and peer coaching. Congress' assessment package is a good mix of quantitative and qualitative measures, internal and external analysis. The parental involvement piece shows input activity, but it is unclear how successful these efforts were. More information is needed to judge the school's efforts related to standards.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	5	0	34	1↑	28	16↓	30	13↑	3	3↑
Enhanced Language	5	0	20	29↓	39	2↓	30	25↑	6	6↑
Mathematics	3	2↑	23	14↓	47	4↓	25	19↑	2	2↑
Science	3	2↑	19	24↓	33	0	42	23↑	3	3↑
Social Studies	3	2↑	22	21↓	28	5↓	42	23↑	5	5↑
1997-1998 Enrollment: 509 Attendance Rate: 92.6% Percent Suspended: 0.2% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction			X				X	
Standards							NA	
Assessment		X					X	
Professional Development			X				X	
Parental Involvement			X				X	
Utilization of Resources		X					X	

Curriculum: Congress has focused special attention on reading skills. The school devotes a 75-minute block of time to reading. Two teachers team teach a small group of students. Students that fall below grade level in reading enter an intense reading program called Project Success.

Instruction: One suggestion the school may want to consider is a review of inclusion and general instructional practices. In several classrooms observed during the site visit, students were not participating in classroom activities. There may be logical explanations for all these observations. Still, it may be something for the school leadership and the teachers to review.

Standards: Congress documents state that addressing state academic standards are among the activities of the school. Congress either aims to "apply Wisconsin Academic Standards to classroom settings or has done so already—the document is not clear. Similarly, Congress is "becoming familiar with academic standards in all subject areas" or has done so already. More information is needed.

Assessment: Congress has a strong mix of quantitative and qualitative measures of student progress. In addition to tracking data from the WSAS 4th grade test and the state's 3rd grade reading test, Congress administers an in-house reading test twice a year to monitor progress. The school also distributes and collects surveys from parents and staff and conducts interviews with both groups. Finally, the Congress staff members are increasingly using portfolios for assessment. Congress is hiring an assessment coordinator for the 1999-2000 school year to work _ day per week. In addition, Congress will work with an independent evaluator from Alverno College to monitor the program.

Professional Development: Congress has cultivated leadership and responsibility in its staff. Two staff members are leaders in the CSRD program. In 1999-2000, Congress will establish a peer coaching program to improve instruction.

Parental Involvement: The parental involvement description shares a characteristic of many CSRD schools: it primarily concerns inputs, not outputs. The end-of-year report lists a number of activities such as family bowling and parent chat night. There is

no explanation of how this contributed to the school and to what degree.

Utilization of Resources: Congress has a link with a middle/secondary school, Grand Avenue School, which is unique to Wisconsin. Congress, a K-5 school, coordinates professional development and program activities with Grand Avenue. Students

from Grand Avenue tutor students at Congress. The aim of the partnership is to provide education and services from birth (through the Head Start classes) to graduation from high school. Before receiving the CSRD grant, Congress moved to a 12-month school calendar. This reduces the need to teach and re-teach material after long vacations, Congress says.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MILWAUKEE **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: GRAND AVENUE **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: In the words of a parent, at Grand Avenue, “every student has an IEP.” Grand Avenue’s “institutes” and portfolios are, in a sense, individual education plans. Eligible juniors and seniors design their own “institutes”—education plans for pursuing a specific area in depth. The school is working to expand project-based learning and portfolio assessments to sophomores and freshmen as well. When it has established institutes and projects for all students, it should reach Implementing. The challenge is to “scale-up” this time-consuming process to the entire school with existing resources while reducing faculty turnover.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (10 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	9	7	43	↓21	17	↑1	27	↑13	4	0
Enhanced Language	9	↑7	27	↓27	34	↓6	23	↑20	7	↑7
Mathematics	10	↑8	56	↓14	27	↑4	5	↑1	2	↑1
Science	10	↑7	34	↓20	39	↑10	14	↑2	2	0
Social Studies	10	↑8	22	↓18	29	↑1	29	↑4	10	↑5
1997-1998 Enrollment: 849 Attendance Rate: 90.3% Percent Suspended: 33.7% Dropout Rate (Grades 9-12): 4.7%										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction			X				X	
Standards			X				X	
Assessment			X				X	
Professional Development			X				X	
Parental Involvement		X					X	
Utilization of Resources			X				X	

Curriculum: In students’ junior and senior years, they are expected to take responsibility for their learning. Each student meeting certain eligibility requirements can apply to take an “institute” class—a one-to-two year project. The project can be a multidisciplinary academic endeavor or a vocational education apprenticeship. The advantage of the institutes is that it gives students the freedom to pursue areas of interest in depth and plan for the future. One student interviewed was working with a video production agency to produce multimedia presentations; another student was working as an intern in a jewelry store in anticipation of pursuing a degree in gemology. One student interviewed, a single mother, was working at a day care center “to learn parenting skills.” The Grand Avenue faculty plans to implement institutes for freshmen and sophomores next year, following a weeklong curriculum planning retreat in the summer of 1999.

Instruction: The “institutes” and portfolios that are becoming the norm at Grand Avenue pose significant challenges for instruction. Teachers also act as guidance counselors. The faculty at Marquette University and small business owners in the community become teachers. The logistics of coordination (and transportation) and the need for individualized instruction are daunting and will only increase as sophomores and freshmen begin forming their own institutes. Grand Avenue notes that large class sizes in 9th and 10th grades is making project-based learning and authentic assessments difficult.

Standards: Students are responsible for making sure their education meets state and district standards. Grand Avenue publishes a compendium of state and district expectations. The school requires students to describe how their “institute” will meet these expectations.

Assessment: Grand Avenue has begun using rubrics and portfolios to assess students and has matched these with state standards. Student assessment and coaching of each other is a significant and growing part of the assessment system.

Professional Development: Grand Avenue's activities clearly reflect the principles of the Coalition of Essential Schools, including hands-on activities and projects, and portfolio assessments. Extensive professional development is part of the reason. CES visited Grand Avenue three times in 1998-1999. In addition, staff received three days of training in alternative assessment. Two staff members received six days of CES "critical friends" training to become coaches for the school. Grand Avenue also had monthly staff meetings to further develop and reinforce CES principles. Grand Avenue staff participated in workshops on inclusion and took a graduate level course from Cardinal Stritch University held on site at Grand Avenue. Next year the Middle School staff will be integrated into the professional development process. A significant concern is the long-term sustainability of the program. Grand Avenue

has a history of high teacher turnover. Given its unconventional and demanding approach to education, this is not a trend the school can afford to have continue.

Parental Involvement: Grand Avenue is governed by a "CORE Group" of four students, six parents, three community members (including two faculty members from local universities), the guidance counselor, principal, assistant principal and seven teachers. Four parents and three students serve on the Grand Avenue curriculum committee. In addition, parents are participating in portfolio assessment teams and are encouraged to take part in the development of their own children's portfolios and projects.

Utilization of Resources: Grand Avenue has partnered with Congress Year-Round Extended School in an effort to provide a consistent, authentic approach to curriculum and instruction. This also allows the schools to share resources and devise innovative interactions. For example, many Grand Avenue students, particularly those interested in careers in education, tutor students at Congress Elementary.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MILWAUKEE
SCHOOL: JUNEAU HIGH

IMPLEMENTATION LEVEL: PLANNING
PROGRESS RELATIVE TO GOALS: ON SCHEDULE

Overall Comments and Suggestions: Juneau spent the first year focusing on professional development and curriculum planning for its new "Intersession" period, a 32-day block to commence in January 2000. Next year, curriculum, instruction, standards and assessments should be in the Piloting or Implementing stage. The Intersession model is innovative in that it addresses the needs of all students, including those skipping ahead and those falling behind. The principal and one teacher are particularly committed to the program. Juneau should consider how to institutionalize Intersession so it is not so dependent on the leadership of a few staff members.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (10 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	13	↓11	27	↑8	21	↓7	28	↑6	11	↑4
Enhanced Language	13	↓11	25	↓7	30	↓3	27	↑19	5	↑3
Mathematics	12	↓11	49	↓4	23	↑10	16	↑7	0	↓2
Science	13	↓10	26	↓14	51	↑29	10	↓2	0	↓3
Social Studies	14	↓8	22	↓6	28	↑7	30	↑10	6	↓4
1997-1998 Enrollment: 919 Attendance Rate: 90.0% Percent Suspended: 31.9% Dropout Rate: 15.1%										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment				X			X	
Professional Development		X					X	
Parental Involvement			X				X	
Utilization of Resources				X				X

Curriculum: Collectively, Juneau's teachers have proposed 85 new "Intersession" classes. The content of the classes is based on surveys of the educational desires and needs of the entire school community. When these classes begin for the first time in 1999-2000, Juneau will reach the Piloting or Implementing stage.

Instruction: A key component of the Juneau program is the new school calendar. In 1999-2000, the semester will be shortened to about 74 days in the fall and 74 days in the spring. In between is the "Intersession" period, a 32-day block of instructional time. Students could use this time for remedial work if needed or to take anywhere from one to three classes that teachers have designed. Some of these classes will take place off-campus. The school is also planning to implement longer class periods, some as long as two hours.

Standards: Juneau's curriculum and instruction for most of the school year will remain the same, although it will be condensed into a shorter period of time. The Intersession period, however, gives struggling students a chance to focus on remedial work. This may improve student achievement as measured by WSAS and a future graduation report.

Assessment: WSAS scores may be replaced by a statewide graduation test in 2000-2001. Thus the school says it will track WSAS, but it expects them to moot in a few years. Juneau will also collect data on GPA. Juneau has specific schoolwide goals for student achievement, graduation rates and dropout rates. Juneau is conducting school climate and satisfaction surveys of parents, students and staff.

Professional Development: Nearly every teacher is having the experience of designing classes from the ground up, based on their interests and the preferences of students and

parents. Juneau twice sent staff members to the original Intersession schools, La Quinta and Indio in California. Members of La Quinta evaluated Juneau in a visit to Milwaukee. Juneau has held a workshop for staff on teaching for longer periods and another workshop on non-graded teaching.

Parental Involvement: Two parents and three students serve on Juneau's Intersession Steering Committee. Juneau held a workshop for parents of incoming freshmen in April 1999 explaining Intersession. A parent organization has begun meeting monthly, but attendance is small. Juneau mailed 850 surveys to parents. Less than 10 were returned.

Utilization of Resources: Juneau's plan for utilization of resources is the greatest cause for concern. One teacher has been a part-time Intersession coordinator in 1998-1999 and will become the full-time program coordinator next year. However, in 2001-2002, the position will be reduced to half-time; it will be eliminated in the following year. With about one-half of the staff within five years of retirement, it is likely that additional coordination and training will be needed. Juneau's grant application included a detailed budget with plans for spending CSRD money, plus Title I and Title II resources, and local funds. The end-of-year report only specified CSRD spending. Juneau should consider applying other sources of funding to continue coordination of Intersession after the CSRD grant expires.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MILWAUKEE **IMPLEMENTATION LEVEL:** **IMPLEMENTING**
SCHOOL: MARYLAND AVENUE ELEMENTARY **PROGRESS RELATIVE TO GOALS:** **ON SCHEDULE**

Overall Comments and Suggestions: Maryland Avenue is making the changes it proposed. The school is a leader in implementing state and district standards into curriculum and instruction. Other schools could learn from Maryland's efforts. Collaborative governance is strong and growing. It includes parents in large decisions and includes staff in day-to-day reform implementation. The concerns Maryland Avenue voiced about Accelerated Schools are similar to those of others Wisconsin CSRD schools working with the organization.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	14	10↓	7	1↓	7	3↑	52	4↓	21	13↑
Enhanced Language	14	10↓	7	3↑	7	37↓	52	28↑	21	17↑
Mathematics	14	10↓	7	1↓	34	6↓	31	11↑	14	6↑
Science	14	10↓	10	6↓	17	14↓	45	17↑	14	14↑
Social Studies	14	10↓	17	1↑	10	22↓	48	20↑	10	10↑
WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	18	15↓	27	6↑	45	19↑	9	7↓
Enhanced Language	0	0	0	26↓	23	30↓	55	34↑	23	23↑
Mathematics	0	0	18	14↓	50	3↑	27	6↑	5	5↑
Science	0	0	5	37↓	50	18↑	45	24↑	0	5↓
Social Studies	0	0	5	16↓	18	2↑	68	26↑	9	11↓
1997-1998 Enrollment: 304 Attendance Rate: 91.7% Percent Suspended: 4.6% Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction				X				X
Standards		X					X	
Assessment			X				X	
Professional Development			X					X
Parental Involvement		X					X	
Utilization of Resources			X					X

Curriculum: The curriculum is designed to meet state standards. The principal obtained published copies of the district's grade-level expectations to distribute to staff. "I love it," she says. "It makes my job a lot easier." When the school leadership is confident that all teachers are preparing and teaching lessons based on the district's expectations, the school should move to Implementing.

Instruction: Accelerated School's "Powerful Learning" is not being implemented until the fall of 1999. Maryland

believes Accelerated Schools has not provided timely technical assistance. The principal observes teachers frequently. This should facilitate implementation next year. A minority of the staff, "wings it," she reports, without using specific lesson plans. Common planning time and lessons in line with district standards should help change this.

Standards: Maryland goes to great lengths to include district and state standards into curriculum and instruction.

The principal uses standards and assessments as accountability tools for students and teachers.

Assessment: Maryland Avenue is examining district and state standardized test score data. It is also looking at completion of science projects and reading programs. To help prepare students for the standardized tests, Maryland administers three practice tests a year.

Professional Development: In an interview, the principal expressed frustration with Accelerated Schools. She reported that, in response to her concerns about lack of support, Accelerated Schools had told her to be more “aggressive” in demanding it from them. This quote comes from Maryland’s end-of-year report. “We will . . . adjust our partnership with the National Center for Accelerated Schools. We need this center to continue to collaborate with us during every step of the implementation process, particularly as it pertains to the selection of an external coach. The center is well aware of the minimal amount of support they gave us for this first year. They have begun to offer more direct assistance that will impact how we end this school year and begin the next school year.” Nonetheless, Maryland has supported professional

development, including establishing a cooperative governance structure with cadres.

District support has been strong, Maryland reports. Workshops offered included topics such as data-driven decision making, math and science instruction, and writing improvement.

Parental Involvement: More than half of the members of Maryland Avenue’s School Council are parents; the rest are students and staff. The council reviews Maryland’s educational plan according to district criteria and recommends changes based on student achievement data. The council also reviews individual student report cards and portfolios.

Utilization of Resources: Maryland is using Wisconsin’s SAGE funding to reduce class size in primary grades and using technology to help manage larger classes in upper grades. Maryland is in the Piloting stage, through no fault of its own. When Accelerated Schools provides the needed technical assistance, including an external coach, the school should reach implementing.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: MILWAUKEE **IMPLEMENTATION LEVEL:** PLANNING
SCHOOL: STORY ELEMENTARY **PROGRESS RELATIVE TO GOALS:** BEHIND SCHEDULE

Overall Comments: Story has had difficulties in program implementation in the first year. Accelerated Schools did not meet its technical assistance obligations. In order to succeed, it must insist on adequate help from Accelerated Schools and it should consider developing stronger ties with universities and with other Accelerated Schools. This may help those most committed to Accelerated Schools at Story from over-committing themselves and burning out.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	14	↑11	43	↑7	32	↓11	16	↓7	0	0
Enhanced Language	14	↑11	35	↓6	32	↓24	16	↑16	3	↑3
Mathematics	14	↑11	8	↓18	43	↓6	24	↑3	11	↑8
Science	14	↑11	27	↓11	16	↓20	41	↑18	3	↑3
Social Studies	14	↑9	22	↓19	22	↓6	38	↑12	5	↑5
WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	13	10↑	29	20↓	29	2↓	26	8↑	3	3↑
Enhanced Language	13	10↑	16	30↓	47	1↑	21	16↑	3	3
Mathematics	16	13↑	47	4↓	29	15↓	8	5	0	0
Science	16	13↑	16	15↓	53	1↓	16	3↑	0	0
Social Studies	16	11↑	13	8↓	18	15↓	47	9↑	5	2↑
1997-1998 Enrollment: 467 Attendance Rate: 92.5% Percent Suspended: 2.1% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum					X		X	
Instruction					X			X
Standards*								
Assessment					X		X	
Professional Development			X					X
Parental Involvement		X					X	
Utilization of Resources			X					X

Curriculum: The Story staff identified curriculum and instruction as one of eight priority areas at the beginning of the year. One of four "Taking Stock" committees addressed this area, designing and distributing surveys to staff, parents and community members to identify "challenges." The staff will review the results this summer. When Story identifies these challenges and begins to develop solutions, it will reach the planning stage.

Instruction: The coach said that much of the professional development focused on "Powerful Learning," Accelerated Schools' term for pedagogy that relates to the students and engages them in hands-on activities.

Standards: It is difficult to assess Story's activities related to standards. The school did not discuss state or district standards much in its grant application nor in its end-of-year report. More information is needed to make a judgment.

Assessment: Story plans to examine WSAS results and compare its performance with district accountability measures. This summer, it plans to look at academic achievement, discipline, attendance and parent involvement. It is unclear how Story will use these data and unclear whether individual students will be assessed as part of the Accelerated Schools model. Story should reach the planning stage this summer.

Professional Development: Accelerated Schools did not meet its obligations, according to Story's end-of-year report. It currently owes Story three professional development days. According to a Story staff member about half the staff is actively participating in Accelerated Schools. The other half "needs to show more leadership," the staff member said.

Parental Involvement: Story's parent and community member support is strong, according to the school. The high level of participation in schools surveys, the participation of parents in school committees and the two parent liaisons (including one for Hmong-speaking families) suggest that the school is right. Interviews with parents on the day of the site visit provide further evidence of good support from parents.

Utilization of Resources: One concern is that Story has named a staff member with many existing responsibilities as the new coach. The individual has the best intentions, but may soon be overwhelmed with work. Story should consider links to other Accelerated Schools and to universities, as Accelerated Schools suggested. This can help reduce the burden on the staff.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: NEW LONDON **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: PARKVIEW ELEMENTARY **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: The principal of Parkview resigned at the end of the 1998-1999 school year. The New London school district administrator decided to withdraw Parkview from the CSRD program. The administrator said that the CSRD program was not compatible with the direction of the school district.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	6	4↓	14	4↑	23	3↓	46	1↑	11	1↑
Enhanced Language	6	4↓	11	1↑	31	12↓	46	10↑	6	4↑
Mathematics	6	4↓	6	4↓	17	26↓	57	26↑	14	7↑
Science	0	10↓	9	4↑	14	15↓	69	14↑	9	7↑
Social Studies	0	10↓	9	8↓	20	14↓	60	29↑	11	4↑
1997-1998 Enrollment: 352 Attendance Rate: 96.6% Percent Suspended: 0.9% Dropout Rate: NA										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum		NA					NA	
Instruction			X				X	
Standards			X				X	
Assessment			X					X
Professional Development			X				X	
Parental Involvement		X					X	
Utilization of Resources		X					X	

Curriculum: Parkview adopted a new reading and writing emphasis as part of the CSRD grant. However, the new superintendent established a district-wide reading program. Parkview changed its plans and implemented the district reading plan.

Instruction: Parkview established multiage groupings in half the school's classrooms, as planned. The school also initiated Tribes, a classroom management program. The district adopted a new reading program after Parkview submitted its grant application. The school reported difficulty managing both the district priorities and their comprehensive school reform plans. For reading instruction, students are divided into groups of about 10. In observations two teachers and two student groups shared large classrooms. Some students seemed to be distracted by the other group.

Standards: The New London district has teams drawn from all the district's schools dedicated to creating "learning expectations" aligned with state standards. Teachers are expected to use these expectations in classroom instruction.

Assessment: The school used assessments to place children into multiage groupings. Parkview also used results from Stanford Achievement Tests to identify students scoring below their grade level. Teams of teachers and specialists then devised individualized plans to accelerate learning for each of these students. At the time of the site visit, the school did not have plans for follow-up assessments during the year.

Professional Development: The professional development was carried out as planned. Parkview staff attended workshops on inclusion, multiage groupings, reading instruction, phonics instruction and a conference on the "Whole Schooling Reform" model. The school reported difficulty finding substitute teachers to allow regular teachers to attend professional development activities.

Parental Involvement: Parents were involved in the "study committee" that brought the Whole Schooling Reform model to Parkview. Fourteen parents are also active in the

school's parent advisory group. Students lead parent-teacher conferences.

Utilization of Resources: Parkview reports that it received good technical support. However, the University of Wisconsin-Stevens Point reading specialist could not follow through on his commitment to Parkview. The school also

notes that the principal and the project coordinator had responsibilities at two schools. The school notes in its end-of-year report: "Splitting time and effort between two buildings with different goals initiatives is very demanding and it would have been preferable if one of the two key people had been at Parkview full time."

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: SALEM #7 **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: TREVOR GRADE SCHOOL **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions At the beginning of the school year, the principal left the school district. Trevor's superintendent departed at the end of the school year. Since the district is the school, the superintendent was essentially the principal. To Trevor's credit there is a core of committed teachers at Trevor that should be able to sustain the CSRD program. To have a quality program, the school will need a superintendent and principal who support the CSRD program.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (4 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	7↓	0	7↓	15	11↓	64	8↑	21	17↑
Enhanced Language	0	7↓	0	7↓	24	22↓	39	13↑	36	32↑
Mathematics	0	7↓	0	7↓	12	36↓	48	22↑	39	28↑
Science	0	7↓	0	7↓	3	27↓	61	13↑	36	29↑
Social Studies	0	7↓	0	19↓	3	19↓	73	29↑	24	17↑
WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	6	9↓	25	4↑	47	5↓	22	10↑
Enhanced Language	0	0	0	21↓	42	25↓	44	32↑	14	14↑
Mathematics	0	0	6	30↓	42	6↑	39	18↑	14	8↑
Science	0	0	11	1↓	36	9↓	50	17↑	3	6↓
Social Studies	0	0	0	15↓	11	1↓	53	5↓	36	21↑
1997-1998 Enrollment: 301 Attendance Rate: 94.5% Percent Suspended: 3.3 % Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				NA	
Instruction			X				NA	
Standards			X				NA	
Assessment					X			X
Professional Development			X				X	
Parental Involvement				X			X	
Utilization of Resources			X				X	

Curriculum: Trevor plans to continue to train staff to teach the Everyday Mathematics program. A teacher-initiated study group is independently studying brain research to apply research findings to curriculum and instruction. Trevor says that in 1999-2000, each teacher will implement one technology project.

Instruction: The end-of-year report says that 95 percent will be trained in Powerful Learning techniques. It is unclear why the proportion is not 100 percent. Trevor's end-

of-year report states: "The principles of Powerful Learning are evident in each classroom throughout the building. Areas such as retention, grading systems, homework, worksheets, workbooks and direct instruction are being questioned and researched . . . Individual differences are being addressed daily." Trevor's report does not provide much concrete evidence to support this statement. From classroom observations, it is clear that Trevor is emphasizing reading and literacy in the early grades through

regular classroom instruction and through programs like Reading Recovery.

Standards: The end-of-year reports states that “the Wisconsin Standards will be aligned with instruction. They will be listed in the weekly lesson plans. The number of standards addressed in lessons will increase by 30 percent over last year.” The report does not list a baseline or how the increase will be measured. More clarification is needed. School leadership reported some resistance to incorporating standards into lesson plans.

Assessment: The end-of-year report says that the school will “invest in a consultant that will help us analyze our test scores and our assessment program.” This is wise, since Trevor’s assessment plans are skeletal at best. Recent leadership changes have disrupted assessment, Trevor reports.

Professional Development: Trevor has not been entirely satisfied with the amount of training provided by Accelerated Schools. It continues to work with Accelerated Schools and its coach to train teachers in Powerful Learning instructional methods. The end-of-year report talks about

cadres, the day-to-day governing groups in the Accelerated Schools model, in the future tense. However, at the site visit, staff said that some cadres have already been formed in discipline and communications. The commitment of staff was clearly evident among some at the evaluation site visit. Several teachers, including veteran teachers are actively involved in the Accelerated Schools change process. It is not clear how broad this involvement is. The end-of-year report states: “Looking ahead to the 1999-2000 school year, it is essential that the commitment and enthusiasm of the core team begins to be internalized by the other staff members.”

Parental Involvement: [Parental] participation will increase 25 %, Trevor says, although it does not explain how it measured participation last year and how it will track the increases. Trevor plans to offer parenting classes to the community, building on its new charter school for four- and five-year-old children.

Utilization of Resources: The school reports satisfaction with its coach. Hiring a consultant to help with assessment analysis is a good investment, since Trevor’s assessment plans are sketchy.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: SAINT CROIX FALLS **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: SAINT CROIX FALLS HIGH **PROGRESS RELATIVE TO GOALS:** BEHIND SCHEDULE

Overall Comments: There are concerns over program implementation between the school leadership and Co-NECT. The manner in which the District Superintendent, the Principal, the teachers, the staff and Co-NECT resolve these is a local issue. It is clear that the comprehensive school reform grant will not have a lasting impact unless all parties can reach an agreement about implementation.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (10 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	1	↑1	5	↓1	15	↓6	46	↓2	32	↓7
Enhanced Language	1	↑1	4	↓5	29	↓26	47	↑14	18	↑15
Mathematics	1	↑1	32	↑10	33	↑3	25	↓15	9	↑2
Science	1	↑1	3	↓12	47	↑14	45	↑5	3	↓9
Social Studies	1	↑1	3	↓3	11	↑1	60	↑11	25	↓9
1997-1998 Enrollment: 333 Attendance Rate: 94.1% Number Suspended: 24 Percent Suspended: 7.2% Dropout Rate: 0.9%										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum		X						X
Instruction			X					X
Standards				X			NA	
Assessment			X					X
Professional Development			X				X	
Parental Involvement				X				X
Utilization of Resources		X					X	

Curriculum: The district has an extensive, five-year curriculum review process ongoing. Co-NECT has worked with the school in developing classroom and schoolwide projects.

Instruction: The principal supports some of the Co-NECT instructional practices—the use of rubrics tied to state standards, for example. Teachers were beginning to use them in the classroom at the time of the site visit. This needs to be resolved. The school is making progress on technology goals.

Standards: Teachers are aware of the state standards, but some teachers are having difficulty applying the standards because they are vague. The school plans to begin laminating and posting standards in the classrooms this summer.

Assessment: The school maintains that Co-NECT tried to do too much at once, including rubrics, portfolios, individual projects and schoolwide projects. This needs to

be resolved. The school is using WSAS data, Terra Nova tests for each grade and school performance reports to identify needs.

Professional Development: The school has followed through on its professional development plan. Co-NECT admits that it did not give the school the support needed in the first year. When asked if, knowing what they now know, they would still make the decision to bring Co-NECT to the school, the teachers were noncommittal. Saint Croix Falls High's staff was the only staff of the 21 CSRD schools not to answer "yes" to this question. The school will move to Implementing when its leadership, staff, and model providers agree that the school is receiving high-quality, appropriate technical support.

Parental Involvement: Saint Croix Falls High reports that it has "not achieved" its parental involvement goal: "Active parent and community involvement will increase . . . through the Co-NECT design." The school is planning to

focus on community involvement in 1999-2000, including a parent implementation review committee.

Utilization of Resources: Co-NECT's technology focus fits well with school and district priorities. The school is making needed changes, including devoting more money to the on-site facilitator position.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: SAINT CROIX FALLS **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: SAINT CROIX FALLS MIDDLE **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Saint Croix Falls Middle School made some progress in implementing the Co-NECT program. The staff revealed support for Co-NECT in interviews, but also showed some apprehensiveness about the fit of Co-NECT with state standards and assessments. Parental involvement was not a major focus in the first year. With more intensive technical assistance planned and more comfort with projects and rubrics, the pace of progress should accelerate in 1999-2000.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	3	2↓	12	2↓	65	1↑	20	3↑
Enhanced Language	0	0	0	8↓	18	55↓	51	32↑	31	31↑
Mathematics	0	0	9	12↓	47	0	36	13↑	7	2↓
Science	0	1↓	1	4↓	19	4↓	70	18↑	9	9↓
Social Studies	0	1↓	0	4↓	7	3↓	47	1↓	46	10↑
1997-1998 Enrollment: 345 Attendance Rate: 93.7% Percent Suspended: 2.6% Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction				X				X
Standards			X				X	
Assessment			X				X	
Professional Development			X				X	
Parental Involvement			X					X
Utilization of Resources		X					X	

Curriculum: Teachers acknowledge that there is more student group work, more technology integration, and more technology lessons in the curriculum because of Co-NECT. Teachers had not done a schoolwide project at the time of the site visit. Some expressed concern, saying that the projects will take a long time to plan and prepare. Filtering through the options for projects is particularly time-consuming, especially since the quality of the information available via the Internet is questionable. While supporting Co-NECT, the principal said, "Co-NECT's definition of 'projects' is a lot more complicated than most people thought."

Instruction: The middle school staff is generally upbeat about the multidisciplinary projects Co-NECT promotes. It is "highly motivating for teachers and students," one teacher said. The middle school reported that Internet access is slow, even with a T-1 line. Classes generally had 20

students or less. Some classes were working out of textbooks; others were beginning large-scale projects.

Standards: The teachers were preoccupied with WSAS tests at the time of the site visit. In an interview teachers raised concerns about the compatibility of state assessments and Co-NECT. One teacher wondered whether teachers would be held individually accountable for the scores of their students. "Higher-order skills can be in conflict with teaching towards the test," according to one middle school teacher. The principal says the school is working to cut the "fluff" out of the curriculum and focus on achieving the state standards.

Assessment: Rubrics have been a particular challenge, the staff reports. "People are experimenting" and they "get stuck a lot," one teacher said. Some teachers said they wished they had more support from Co-NECT on rubrics

from the beginning. “I don’t see that being a strength for us yet,” the principal said. She added that the school is further along in conducting item analyses of the WSAS tests than in assessment for Co-NECT.

Professional Development: “The design team is very good, very intense,” one teacher said, describing the group acting as a Co-NECT steering committee for the middle school. There are “a lot of things going on and not enough hours in the day” another teacher said. The Co-NECT field representative makes “sporadic visits,” one teacher said, and spends a great deal of time traveling.

Parental Involvement: Parents have been involved in some of the early projects. The middle school reports strong attendance at parent-teacher conferences; it may move to student-led conferences in the future. However, the middle

school notes in its end-of-year report that parental involvement efforts have been “sporadic” because of the focus on curriculum and instruction. The middle school expects parental involvement to gain momentum in year two of the grant, becoming “one of the next big waves in the fall.”

Utilization of Resources: The staff raised concerns about its relationship with the high school. Because the schools share the same building, they share some of the teachers. The teachers that teach at both schools are to attend staff meetings at both schools, middle school teachers said. Often, they do not. One of the consequences of this is a “communications breakdown” between the middle school and the high school, one teacher said. The district as a whole has close to \$500,000 in external grants, including a TEACH Wisconsin education technology grant.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: WEST ALLIS **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: FRANK LLOYD WRIGHT MIDDLE **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: Frank Lloyd Wright Middle School (FLW) is making progress in implementing the Co-NECT model. It reports that the timing of the grant made the initial launch of Co-NECT not proceed as smoothly as had been hoped. Still, by the time of the site visit, FLW was implementing two of the most important features of the Co-NECT model: rubrics and schoolwide projects. With more time to plan this summer, FLW should reach Implementing by the end of the 1999-2000 school year.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	1	4↓	6	3↓	12	1↓	62	5↑	19	3↑
Enhanced Language	1	4↓	3	5↓	15	49↓	47	25↑	35	34↑
Mathematics	1	2↓	10	10↓	43	2↑	32	5↑	15	6↑
Science	1	2↓	2	18↓	30	11↓	53	26↑	13	4↑
Social Studies	1	2↓	1	19↓	11	30↓	45	18↑	42	33↑
1997-1998 Enrollment: 873 Attendance Rate: 96.8% Percent Suspended: 11% Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum							NA	
Instruction			X				X	
Standards			X				X	
Assessment				X				X
Professional Development		X					X	
Parental Involvement				X			X	
Utilization of Resources		X					X	

Curriculum: FLW says that the curriculum has not changed as a result of Co-NECT. The school already makes extensive use of technology in the curriculum. Students use software and Internet resources to make multimedia presentations.

Instruction: FLW reports that projects are the single biggest change to curriculum and instruction. The school leadership reports “varying degrees of progress” on implementing projects. At the time of the site visit, an eighth grade “house” was engaged in a multidisciplinary project on the right to bear arms. The school anticipates the projects will become easier to design in time as Co-NECT develops more and more project templates. FLW is also establishing “looping,” whereby the teachers and the students move from grade to grade together.

The school generally opts for inclusion, using pullout classes for learning-disabled students at most for two to

three periods a day (eight total periods). FLW has revamped its disciplinary procedures, allowing students receiving in school suspensions to continue to work on homework and projects while in the detention room.

Standards: In the spring and summer of 1998, the district developed written packets of information that help schools align curriculum with standards. FLW says this helped its efforts to meet state standards. It is working to integrate arts courses and “applied academics” courses to standards. Some teachers seem to be skeptical of state standards and assessments. One teacher interviewed said the state science standards are “too grandiose” and “not realistic” for eighth grade students. Other teachers said the standards have helped bring focus to the school and to the projects.

Assessment: The largest effort under way is developing rubrics to assess projects. The school plans an item analysis of WSAS results next year and may produce new report

cards aligned with state standards. FLW reports it is behind schedule in assessment. The timing of the technical assistance contributed, the school says. One teacher said the timed writing component is inconsistent with FLW's emphasis on drafts and revisions.

Professional Development: FLW reports that it "missed out" on some training at the beginning of the school year because of the timing of the grant and the delay in hiring an on-site facilitator. The school says Co-NECT has been helpful in leading technology sessions, but was not as good in assistance with schoolwide projects.

Parental Involvement: The school reports that many FLW parents are largely satisfied with the education the school provides and thus do not feel the need to become actively involved in the school. The school sponsors a site council and academic nights, but reports a small turnout. In a workshop explaining the Co-NECT changes, about 30 of 400 parents attended.

Utilization of Resources: FLW spends most of the CSRD grant on fees for Co-NECT and salary for Co-NECT's on-site facilitator. The district has supported FLW with staff development that reinforced Co-NECT priorities.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1998-1999

DISTRICT: ARBOR-VITAE-WOODRUFF JT. #1 **IMPLEMENTATION LEVEL:** PILOTING
SCHOOL: ARBOR VITAE-WOODRUFF SCHOOL **PROGRESS RELATIVE TO GOALS:** ON SCHEDULE

Overall Comments and Suggestions: The principal was impressed with his school's progress. "Two days before spring break and we are all still smiling," he said during a site visit. Arbor Vitae-Woodruff (AVW) has been fortunate in avoiding the major problems that have hampered other CSRD schools, such as leadership turnover or disagreements between schools and support providers. And AVW has made the best of a good situation. The teachers, school leadership and Expeditionary Learning/Outward Bound staff form a cohesive unit.

SCHOOL PERFORMANCE INDICATORS

WSAS SCORES 1999 (8 th)	%Not Tested	↑↓	%Minimal	↑↓	%Basic	↑↓	%Proficient	↑↓	%Advanced	↑↓
Reading	0	0	5	12↓	6	2↓	62	8↑	27	6↑
Enhanced Language	0	0	2	13↓	17	41↓	46	19↑	35	35↑
Mathematics	0	0	14	7↓	22	26↓	43	22↑	21	11↑
Science	0	0	2	4↓	40	15↑	52	4↑	6	15↓
Social Studies	0	2↓	2	2↓	8	13↓	59	11↑	32	5↑
1997-1998 Enrollment: 611 Attendance Rate: 94% Percent Suspended: 2.9% Dropout Rate: 0										

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Fulfilling	Implementing	Piloting	Planning	Not Implementing	Ahead of Schedule	On Schedule	Behind Schedule
Curriculum			X				X	
Instruction		X				X		
Standards				X			X	
Assessment				X			X	
Professional Development			X				X	
Parental Involvement		X					X	
Utilization of Resources		X					X	

Curriculum: The three-fourths of the staff has committed to spending a week this summer planning expeditions and writing curriculum under the guidance of ELOB. In 1999-2000, there will be four major ELOB expeditions, one for each grade in the middle school. This is two more than planned originally. The school is adopting a new science sequence and integrating it with state standards and ELOB expeditions. When it does it will reach Implementing.

Instruction: ELOB is changing instruction "dramatically," according to one teacher. "At other schools, kids are talked at for an hour." In team teaching classes, teachers have the freedom to use the time as they see fit. Eventually, ELOB projects will encompass all academic subjects. Arbor Vitae uses ability groupings in math and at times for reading.

Standards: AVW is working with ELOB to make sure the school applies Wisconsin Model Academic Standards to each of the expeditions. The principal is leading the effort.

"The vast majority of the standards are things kids ought to know," he said in an interview. Complete integration will take time, however the school should reach Piloting or Implementing by the end of the 1999-2000 school year.

Assessment: AVW is moving towards portfolio assessment. The unknown is what the teacher load will be—the number of students each teacher teaches per day. AVW insists it cannot do an adequate job on portfolio assessment without reducing the "load" to 60-75 students per teacher. It is unclear whether AVW has the resources to accomplish this. The school is increasing its focus on writing because of the state Terra Nova tests. AVW complains, however, that the writing on the standardized tests is far different from the draft and revision emphasis at the school.

Professional Development: "I can't say enough about [Expeditionary Learning/Outward Bound]," one teacher asserted. "This is not a top-down kind of thing," a colleague

added. AVW is very happy with the technical assistance. At the same time it is having difficulty finding substitute teachers to serve while the staff attends professional development activities. AVW admits financing this will be a challenge after the CSRD grant ends.

Parental Involvement: ELOB has helped the school make breakthroughs in parental involvement, the principal said in an interview. Parents were invited to participate in a “mini-

day” that explained ELOB and walked parents through the regular courses. About 60 parents attended. AVW has a parent liaison that works half time and keeps the AVW community abreast of the school’s activities.

Utilization of Resources: Lowering class size through team teaching has “revitalized all of us,” according to one teacher. The school board has been particularly supportive.

WISCONSIN CSRD SCHOOL ABSTRACTS

First Round Abstracts

District	Beloit
School	Burdge Elementary School
Model	Lightspan

Program Abstract

The Burdge Elementary School of the School District of Beloit will enhance and expand strategies and student learning methods proven to be successful under several currently implemented interrelated programs. The proposal will utilize the pilot program initiated this January, the Lightspan Partnership Program. Burdge Elementary School has gained State and National recognition as a Title I Distinguished School, as it has consistently scored at standards or higher for the past three years in a number of State and other standardized tests.

The Lightspan Partnership Program is recognized by a number of independent regional education laboratories, and was developed through collaborative efforts of several noted educational experts from various universities. The model has been successfully replicated in the same grade levels in other schools across the United States with similar poverty levels, student demographics such as racial and ethnic heritage, language minority composition and diversity with great success. The model has demonstrated significant student achievements through comprehensive and standardized testing and independent evaluations.

The Burdge Lightspan Program will focus on extended learning, family involvement, technical learning, and arts infusion to address enhanced opportunities for student/family learning. The Lightspan Program will include professional training development services to enhance the school's commitment to professional development. The Lightspan and other programs combine electronic and traditional components of teaching and evaluation, curriculum software that is correlated with guidelines of major National and State standards-based and site-based schools, and family and community involvement opportunities. A variety of standardized performance goals will be used to evaluate process, performance, outcome, and content and content of materials and program, as well as cross-referenced through other standardized testings.

The implementation and support of the pilot, and proposed expansion of Lightspan, came about through intense family, teacher, and community involvement in the planning and implementation of standards-based curriculum and programs in the community, with Burdge Elementary School and community integrally involved in the planning, selection, and implementation. Technical support for the program is supplied through the Lightspan Program as well as other support entities to ensure compliance and validity of evaluations. Burdge Elementary School has consolidated federal, state, and local money to fund our programs. Burdge has demonstrated a fiscal commitment to this program to make it school-wide, through the spending of Title I monies to implement the pilot program, and now want to make it available to more families and children. Our families and staff have demonstrated a strong commitment to enhancing this umbrella program that ties in with existing focus programs, and allows individualized, standards-based learning in a manner and mode that will demonstrate success for our students in the 21st Century. Burdge Elementary School is "A Community of Learners parents, children, staff, and community."

District	Beloit
School	Royce Elementary School
Model	Success For All/Roots and Wings

Program Abstract

Royce Elementary School's Comprehensive School Reform grant begins the process of implementing the Roots & Wings (Johns Hopkins University) program in their school over a three-year period. The first step will be to implement the Success for All component of the program during the 1998-1999 school year.

Two years ago, redistricting markedly changed the demographics of the Royce population and Royce became a Title I school. To meet the challenges they faced, the staff began a two-year process to identify changing needs and formulate action plans. Working together, the school leadership and staff conducted a needs assessment and examined several programs that had the potential to meet identified needs. They studied the changing demographics of the school population, surveyed parents, and discussed concerns. The school population is 38 % minority and 58 % qualify for the free/reduced lunch program. English as a second language concerns are increasing with the rise in the Hispanic population and 14% of the student body has been identified as learning disabled based on state criteria. During the current school year, Royce students scored either lowest or second lowest in the district on all areas of the Wisconsin Fourth Grade Knowledge and Concepts Examination (WSAS). Scores were below the national percentile in every area. 22% of the student could not even be tested because of ESL or LD issues. As a result of needs assessment, the staff identified the need for:

- Improved academic performance in all areas.
- Strategies to provide intensive help for the students most in need.
- Innovative teaching techniques to promote successful learning.
- Strategies to encourage parental participation in a cooperative school/home/community effort to improve outcomes for the children.

After identifying the needs, the group developed a mission statement and goals for the school and started to analyze programs that might help them meet the identified needs. After an in-depth study of three programs, the staff voted to implement the Roots and Wings program because it was the best match with their mission and goals and the action plans they had already implemented. They decided to start with the Success for All component that focuses on improving reading and writing skills and includes the development of a Family Support Team and other important organizational changes.

The Success for All/Roots and Wings program began in 1986-87 and has a well-established track record of success. Research on the Success for All component has been conducted over a 10-year period at 23 schools nationwide by Johns Hopkins University and third party evaluators. This research has shown significant improvement in student reading performance in a variety of school environments (urban, rural, large, small). This year (1997-98) the Success for All program is used in 750 schools in 40 states.

In response to the challenge of a changing school population, the Royce staff has done a great deal of groundwork to identify needs and establish goals and action plans. Following their own research on several programs, the group decided that the Roots & Wings program would best fit the needs of Royce students, families, and staff. Following a meeting with a representative from Johns Hopkins University, the staff at Royce voted unanimously to proceed with implementation of the Success for All program in the 1998-1999 school year. The Royce leadership and staff believe that progress they have already made toward meeting their goals, puts them in an excellent position to begin effectively implementing the Success for All/Roots and Wings program.

District	Eau Claire
School	Lincoln Elementary School
Model	Success For All/Roots and Wings

Program Abstract

The Success For All/Roots and Wings Program is a nationally validated and replicated initiative. The Lincoln Elementary School was accepted as a recipient of the Success For All programs in March of 1998. Lincoln staff members have planned for over a year to investigate the possibility of implementing the SFA Program within their building. This was due partly because of the low yearly test scores of the Lincoln Elementary students, despite the substantial efforts of all Lincoln School staff. Subsequently, the Lincoln School staff voted to accept the Success For All model with over 92% consensus. The Lincoln School staff is very committed and enthused about this program. Training will take place in August of 1998 for all Lincoln School professional and paraprofessional staff members. In addition, the SFA facilitator, principal, and possibly one other teacher will attend the one-week training in Baltimore in July of 1998.

The Success For All Program consists of a 90-minute uninterrupted concentrated reading time. All Lincoln School staff will be involved with instruction during this particular time in the school day. By aligning the program objectives with the SFA and district objectives, it is felt that this concentrated time will certainly result in improved student scores in the area of integrated reading and language arts programming.

Periodically throughout the school year, Success For All trainers provide additional training for Lincoln School staff. This occurs at least two times following the initial August training. In addition, the SFA facilitator and principal at the building level will serve as resource people who can assist in monitoring the program and/or providing technical assistance as necessary.

A school support team is a critical component of this program. The support team consists of school staff and parents, and is designed to effect communication about the program to the total school community, and to provide assistance with the program as necessary. All parents have been intoned of the program and have had opportunities for discussions and/or input of same.

Ongoing program evaluation will take place by the district training and technical assistance staff, which may result in program modifications as approved by the SFA organization, if deemed necessary.

The Lincoln School community is very enthusiastic about this program and has pledged its support toward the celebration of its success. Additionally, the Eau Claire Area School District's Board of Education and central office administrators have wholeheartedly given their support of the SFA Program.

District	Florence County
School	Florence Elementary School
Model	High/Scope

Program Abstract

The Florence Elementary School is one of two elementary schools within the School District of Florence County. Though each school has unique qualities, many of the past initiatives for these two schools have centered around needs and goals common to both schools. The Florence Elementary School has 453 students, four-year old Kindergarten through grade 8, and is located in a remote area of rural northern Wisconsin. The school district is the only district within the state serving all students in the entire county. The School District of Florence County has 18.8 percent of families failing within the poverty range. Fifty-five percent of families within the county earn \$25,000 or less. Statistics from 1996 indicate Florence County ranks 67th in personal income out of the 72 counties in the state. Approximately 43 percent of the students in the district are from families that qualify for free or reduced lunch. This school is involved in the Title I initiative with 33 percent of our student population in grades K-4 needing additional assistance to reach grade level success. The remoteness of this district creates barriers in many areas but especially in the area of school reform where access to training presently requires extensive staff travel, increased costs, and lost teacher-student time.

To help overcome these barriers, this school is currently involved in consortium efforts with other school districts. One consortium focuses on curriculum revision and the other is based on Goals 2000. In curriculum revision, the aim has been to develop curriculum, with grade level benchmarks of performance, that is based on standards, aligned with the state assessment and compressed for ease of use by students and staff and easily understood by parents and the community. The Goals 2000 initiative has resulted in the development of action plans in the areas of curriculum/instruction/assessment, technology, and partnerships.

The initiatives already underway in this school are intended to increase student achievement. The goal for this project is to adopt and implement the Comprehensive School Reform Model High/Scope (grades four-year old Kindergarten through 8) so that all students can meet Wisconsin's Model Academic Standards. This model is based on reliable research and utilizes effective brain-based practices and extensive parental and community involvement. With that in mind, the Florence Elementary School now seeks to access Comprehensive School Reform (CSR) funds to use a proven model of teaching strategies to continue actions already begun in other initiatives and to make the reform effort systemic. High/Scope relies extensively on "hands on" and varied activities, critical thinking, cooperative learning, acknowledging different learning styles and giving opportunity for each. High/Scope aligns with the current initiatives within the school.

Research supports efforts at early intervention, with parental involvement, in the educational life of children. Therefore, an important intent of this project is to also address the needs of children from birth through age 3. Enhancing the High/Scope initiative will be a parallel emphasis at the birth through age 3 level. This parallel plan ties directly to the school's current efforts at developing increased family literacy. The district is currently involved in Family Literacy activities such as Books for Tots, Paired Reading-. Positive Reading Practice, Family Reading Nights, Turn Off TV Week, and Read to Succeed Program. Direct collaboration with efforts of The Family Center, Family Preservation and Support Services (FP&S), UW-Extension, Northeast Wisconsin Technical College (NWTC), and W-2 will be foundational to the ultimate success of a total birth to grade 8 reform effort.

The overall plan, therefore, is to interface the High/Scope model with the current Goals 2000 action plans and the curriculum revision initiatives. The Florence Elementary School will be collaborating with the Hillcrest Elementary School in this comprehensive school reform initiative using the High/Scope model. High/Scope will be fully implemented in 4 year old Kindergarten through grade 3 and partially implemented in grades 4-8. Running parallel to and in collaboration with this initiative will be a plan to coordinate Goals 2000 action plans with The Family Center activities to enhance educational opportunities from birth through age 3. The end result will be a seamless birth through grade 8 approach to increasing student achievement and developing students who can make decisions and initiate responsible behavior.

District	Florence County
School	Hillcrest Elementary School
Model	High/Scope

Program Abstract

The Hillcrest Elementary School is one of two elementary schools within the School District of Florence County. Though each school has unique qualities, many of the past initiatives for these two schools have centered around needs and goals common to both schools. The Hillcrest Elementary School has 206 students, four-year old Kindergarten through grade 8, and is located in a remote area of rural northern Wisconsin. The school district is the only district within the state serving all students in the entire county. The School District of Florence County has 18.8 percent of families falling within the poverty range. Fifty-five percent of families within the county earn \$25,000 or less. Statistics from 1996 indicate Florence County ranks 67 in personal income out of the 72 counties in the state. Approximately 43 percent of the students in the district are from families that qualify for free or reduced lunch. This school is involved in the Title I initiative with 29 percent of our student population in grades "needing additional assistance to reach grade level success." The remoteness of this district creates barriers in many areas but especially in the area of school reform where access to training presently requires extensive staff travel, increased costs, and lost teacher-student time.

To help overcome these barriers, this school is currently involved in consortium efforts with other school districts. One consortium focuses on curriculum revision and the other is based on Goals 2000. In curriculum revision, the aim has been to develop curriculum, with grade level benchmarks of performance, that is based on standards, aligned with the state assessment and compressed for ease of use by students and staff and easily understood by parents and the community. The Goals 2000 initiative has resulted in the development of action plans in the areas of curriculum/instruction/assessment, technology, and partnerships.

The initiatives already underway in this school are intended to increase student achievement. The goal for this project is to adopt and implement the Comprehensive School Reform Model High/Scope (grades four-year old Kindergarten through 8) so that all students can meet Wisconsin's Model Academic Standards. This model is based on reliable research and utilizes effective brain-based practices and extensive parental and community involvement. With that in mind, the Florence Elementary School now seeks to access Comprehensive School Reform (CSRD) funds to use a proven model of teaching strategies to continue actions already begun in other initiatives and to make the reform effort systemic. High/Scope relies extensively on "hands on" and varied activities, critical thinking, cooperative learning, acknowledging different learning styles and giving opportunity for each. High/Scope aligns with the current initiatives within the school.

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District	Kenosha
School	Wilson Elementary School
Model	Marva Collins Model

Program Abstract

The Marva Collins Model to be implemented at Wilson Elementary School is a comprehensive model for urban education. The instructional methodology is based on a philosophy that students must master certain skills before proceeding onto more difficult ones. This is evident at the earliest levels with the phonics instruction. Beginning with the four-year old Kindergarten teachers lead students through a comprehensive phonics component. This covers ninety different phonemes and the students are guided through the mastery of those vowel/consonant combinations in preparation for reading. As students are practicing this new knowledge they are given simple books to read in order to reinforce the phonics instruction. This shows them that the English language is more than isolated sounds but that the sound combinations are combined into words.

At the same time the students are exposed to literature that is challenging that is beyond their grade level. For example, in the Kindergarten and First grade class the teacher will read to them Aesop's Fables, The Prince and The Pauper and Charlotte's Web. The purpose is to give them the exposure that other children receive.

The focus of this model is to insure that the same kind of vocabulary enhancement occurs for disadvantaged children that will close the gap with their counterparts who come from stimulus rich environments. Mrs. Collins has found that this translates to better performance in school.

As students begin to experience success in mastering the simplest rudiments of reading and language and are praised, encouraged and reminded of how bright and wonderful they are this leads to building student self-esteem.

Students find that the academic performance gains them large doses of positive attention. Though the concentration at first is the mastery of the basic skills the goal is to move beyond repetition and recitation. As students develop mastery of the basic skills, particularly in the areas of reading and language, they are challenged in the adjoining areas of geography, social studies and science.

The model is interdisciplinary in its approach. From reading great works of literature students develop the reading, grammar, vocabulary and spelling skills that are necessary. Also, in the readings are contained the essential knowledge of science and other disciplines. The study of literature triggers the other disciplines, incorporating them into the lesson design. It is also a model that is teacher driven in that the teacher must teach the necessary reading skills for the students to attain reading proficiency and comprehension that allows them to exceed grade level equivalency. The teacher must use creative approaches to teaching the classic literature that forms the foundation for this curriculum. The teacher is a student of poetry and literature themselves and through team planning with the other teachers in the school will develop age appropriate lessons to challenge the intellectual acumen of the students in the school. The model also allows for multi-age grouping where students can be accelerated in areas where they demonstrate mastery or beyond. The high expectations that are communicated and placed before the students are balanced with the instructional methodology that insures that a student has mastered elementary processes before pushing them on to more difficult.

Given the achievement of students within the district it is felt that this model with its comprehensive approach will stimulate the basic reading skills that have caused students to do poorly in the areas of reading, writing, comprehension and vocabulary. The inquiry method that is at the crux of this model will stimulate students to reason through the lessons learned from the journeys of Odysseus, or the tragedy of Macbeth. Teachers will stimulate thinking about life issues and how the lessons of history can have an impact upon the students' lives. It is evident, given the success of schools where this model has been implemented with similar populations that we will see measurable gains in student achievement using both the ITBS and the WSAS as measuring rods to assess the efficacy of the methodology, curriculum and philosophy that this model espouses.

District	Ladysmith-Hawkins
School	Hawkins Elementary School
Model	Modified Joplin Plan

Program Abstract

The Hawkins Non-graded Elementary Project combines the nongraded grouping arrangements of the Joplin Plan, Reading Recovery, and Slavin's Success for All with the nongraded grouping arrangements of Goodlad and Anderson. The synthesis will create a PK-8 nongraded program with extensive homogeneous vertical grouping and heterogeneous horizontal grouping.

Each of these components has a strong research base and has been well replicated. Success for All extends Joplin grouping arrangements for reading into general language arts. Our intent is to extend this even further to the broader range of skills from the Wisconsin Standards: reading and literature, writing, oral language, media and technology, research and inquiry.

The Modified Joplin Plan uses similar regrouping arrangements for the instruction of mathematics. Slavin extended it into his "MathWings" program, and our intent is to extend this into the "Chicago Math" approach which aligns itself with the Wisconsin Standards through its strong emphasis on algebraic concepts.

Reading Recovery introduced 1:1 intensive tutoring in reading for the lowest 10%-20% of the students, and Success for All extended it to intensive tutoring in reading and mathematics for the lowest 50% of the students in the early grades and the lowest 25% in the upper grades. We will use this same approach to get more parental and community involvement in the instructional program, and the primary use of grant funds will be to hire a teacher with Reading Recovery experience to coordinate this component of the project.

From Goodlad and Anderson, the concept of extending the vertical ability grouping to include social, emotional, aesthetic, and physical development will be incorporated into our Hawkins nongraded plan, which will align our curriculum with the Art, Counseling, and Physical Education Standards. We will also extend their horizontal heterogeneous groups to include the development of personal responsibility and appreciation of diversity through curriculum integration which involves students in instruction.

Year 1 of our program will develop the vertical and horizontal language arts curriculum, implement nongraded grouping/regrouping arrangements, and establish intensive tutoring support. Year 2 will extend the regrouping arrangements, curriculum, and tutoring support into mathematics and begin integration of art, music, and physical education. Year 3 will expand the horizontal curriculum into personal and social development and integrate foreign language.

Success will be determined by using the comprehensive Terra Nova test battery at each grade level. Effect sizes in language and mathematics instruction will be calculated through comparisons with same-age peers at Ladysmith Elementary and Middle Schools, with target effects of +.40 in reading and +.25 in mathematics for the total population, and +1.00 in reading and +.60 in mathematics for the lowest 50% of the population, beginning the second year after implementation.

The outcome of the project will be to have a fully nongraded program in operation at Hawkins Elementary by the end of the third year, and to begin moving successful piloting components at Hawkins Elementary into Ladysmith Elementary and Middle Schools.

District	Madison
School	Franklin Elementary School
Model	Integrated Services Model

Program Abstract

Franklin Elementary is a primary school, serving children kindergarten through second grade within multi-aged classrooms, as a result of being paired with Randall School in 1984 for purposes of desegregation. Prior to the pairing, a study committee was formed to guide Madison Metropolitan School District's decision to pair the schools. Franklin School, originally a K-5 school serving a large minority population located on the South side of Madison, became a K-2 school serving a more racially and socioeconomically diverse population. Franklin currently enrolls children from the widest range of socioeconomic groups, including one third who live in poverty. Franklin's children come from very diverse cultures including two predominant Limited English Proficient (LEP) populations (Hmong and Hispanic). The diversity of the programming required to meet the needs of Title I, LEP, and Talented and Gifted (TAG) students at Franklin require an integrated services model that is currently unattainable given specific state and federal criteria regarding the delivery of Title I and LEP services. Franklin School already uses an integrated special education model and the capacity to entirely restructure its current student service delivery model in order to fully integrate Title I, LEP, TAG, into the classroom and eliminate a segregated, ineffective, and restrictive system.

The nature of our reform efforts focuses on an innovative model designed to address the unique primary student population at Franklin School. The model, developed from research on primary education and excerpts from the reform models highlighted in the CSRD legislation, is based on the needs identified by parents and staff in conjunction with school and district data during the 1997-98 Strategic Planning process. The model includes the following key reform and restructuring components:

- Franklin will restructure the utilization of teacher allocation to reduce class size to 16: 1, and eliminate ineffective, racially and economically segregated pullout programs which result in fragmented curriculum and disconnected instruction.
- Professional development will be provided to increase teacher skills in implementing effective instructional strategies and differentiating curriculums to meet the needs of diverse populations.

Comprehensive School Reform Goals / Results

To increase student achievement in reading/language arts and mathematics for every student, specifically LEP, Title I, and TAG students. To eliminate pull -out programs which often results in no one assuming responsibility for LEP and Title I students. With pullouts diminished, classroom teachers will be responsible for the learning of all students in their classrooms, not just the regular students. To provide increased outreach to parents to help them support their children's learning. To increase and differentiate learning opportunities for every student within the classroom community, using a thematic curricular approach.

We are anticipating an increase of student achievement, participation, and positive connections to school. Currently, 20% LEP students are meeting grade level criteria. As a result of the reform, we anticipate increasing the percentage by at least 15% per year. Through our CSRD, we hope to create the context for the best possible opportunity for children to succeed through increased and deeper interactions between teachers and individual students and those students' parents. Student needs will be met in a truly integrated environment creating a rich school community for all.

District	Madison
School	Lowell Elementary School
Model	Local Design

Program Abstract

Lowell Elementary School is completing the first year of a customized, school-based reform program in conjunction with having become a Title I Schoolwide Project. The initiative and energy for the reforms evolved from an extensive Needs Assessment and highly inclusive planning process that drove the transition to a schoolwide project. Lowell is one of the neediest schools in the Madison Metropolitan School District (MMSD); with high levels of poverty (49%); a high mobility rate (33%); a high proportion of students of color (42%); Limited English Proficiency students (19%) and EEN students (12%). The school serves two neighborhoods - the walk-in population and a population bussed in to Lowell from a low-income housing area. Lowell's scores on the Wisconsin Third Grade Reading Test have been below State and District averages for all but one year of the test's administration. Scores on the recent WSAS indicate that the number of students attaining proficiency in the subject areas tested are substantially below state and district averages.

Nature of the Reform Program: Lowell's approach to comprehensive school reform derives from the premise that sustained change occurs most effectively when it is developed and embraced by the stakeholders who will implement the change. By building capacity for self-directed change within a highly qualified and committed school staff and community, we anticipate achieving a more deeply embedded and more enduring change than could be achieved with an externally developed program. Research on the implementation of school reforms strongly emphasizes the importance of the "match" between the program and the school. By involving all of our staff and members of our parent community in developing and implementing the reform, we have a superior match.

Lowell's reforms will be standards based and built on well-known, research-based curricular and instructional approaches in literacy and mathematics. Reading Recovery and the Cunningham 4-block system form the basis of our literacy program. The Chicago School Mathematics Program will reform our mathematics instruction. Structural reforms in governance and school organization reflect practices used in Roots and Wings, Atlas Communities and Accelerated Schools. These are blended to reflect the needs and strengths of our unique school community.

The Lowell Design is built around 6 key components: (1) unified standards-based curriculum across all grades; (2) Dimensions of Learning as an instructional framework for developing higher level thinking; (3) strengthening instruction in the general education classroom to serve all students; (4) a community of learning culture in which continual professional development, study and reflection are the norms; (5) extended day and year schooling for students at risk of failing and (6) collaborative school governance involving all staff and meaningful participation by parents and community. The program has the overwhelming support of Lowell staff and parents.

Reform Program Goals: Lowell's reform targets 3 strategic content areas that have been marked by significant underachievement over the past decade - reading, writing and mathematics. The reform also seeks to improve the ability of staff to meet the needs of all learners, expand student support and school participation by parents of color and sustain staff involvement in schoolwide improvement and professional development and mobilize a broader array of community support for the reform effort. CSRD funds will be targeted to one time or short term developmental activities which, when completed will leave Lowell with the capacity to sustain the reform effort using on-going funding commitments from MMSD and Title 1.

District	Manitowoc
School	Washington Junior High School
Model	The Center on the Organization and Restructuring of Schools

Program Abstract

Washington Junior High School and the Manitowoc Public School District have shifted focus from the development of high standards and expectations as outlined in curriculum documents and classroom assessments to a focus on improving the quality of the interactions between teacher and student in each classroom. More specifically, we have attempted this significant shift in our thinking by reviewing the research on those practices, the reforms that have evolved over the last several years that have produced results. Our comprehensive school reform plan is based on our reflection of the research and its alignment with our mission.

Our plan is based on the five-year study that was done on school restructuring through the Center on Organization and Restructuring of Schools sponsored by the United States Department of Education. The Center on Organization and Restructuring of Schools essentially answered one question: Which educational reforms implemented since 1983 have worked best for students? The answer that the Center gleaned from its study of 1500 schools has four essential elements: student learning, authentic pedagogy, school organizational capacity, and external support.

Our design will incorporate these four essential elements with the technical support from the following people: Fred M. Newmann, Professor of Curriculum and Instruction, Wisconsin Center for Education Research, University of Wisconsin Madison; M. Bruce King, Associate Researcher, Wisconsin Center for Education Research, University of Wisconsin Madison; Michael D. Rettig, Assistant Professor, James Madison University, Virginia; and Steve Gibson, Director of Student Learning, Manitowoc Public School District, Manitowoc, Wisconsin.

Our plan for increasing student learning through authentic pedagogy, school organizational capacity, and external supports has an important link to the Wisconsin Academic Standards and contains the following features:

- Provide two days of staff development on authentic pedagogy with Fred M. Newmann. Throughout the remainder of the school year, teachers will be provided time to work in learning team to participate in reflective dialogue and videotape analysis. These learning teams will receive ongoing support and feedback from M. Bruce King and Steve Gibson.
- Provide staff development sessions on restructuring the schedule with Michael Rettig. We will investigate scheduling options which will provide for effective instruction in the authentic pedagogy model.
- Restructure our 7th grade English classes to incorporate Title I and Gifted and Talented teachers. This will address deficiencies identified in the Wisconsin Student Assessment scores related to enhanced language arts and reading.
- Provide support to students and teachers through mentoring, learning clubs, resource room, a Dean of Student Learning, and an investigation of advisor/advisee. This support is an essential part of the plan because the learning that will take place will be difficult work for students and the authentic pedagogy vision will place demanding challenges on teachers.
- Develop and implement checklists based on the Wisconsin Model Academic Standards. These checklists will assist teachers, parents, and students in recording student growth in meeting the Wisconsin Academic Standards.

Our plan is to advance student learning by concentrating on the intellectual quality of student work, building schoolwide organizational capacity to deliver authentic pedagogy, and receiving support from the external environment to meet the challenges that we are undertaking.

District	Milwaukee
School	Congress Elementary School
Model	Coalition of Essential Schools

Program Abstract

Congress Extended Year-Round School proposes a Comprehensive School Reform initiative by joining the Coalition of Essential Schools, a national network of schools and Centers engaged in restructuring schools. What Essential schools hold common are the Ten Common Principles which focus each school's effort to rethink its priorities and redesign its structures and practices to positively impact the learning community.

The Coalition was founded by Theodore R.Sizer of Brown University in 1984. Sizer first aimed his reform at secondary schools. Later the Coalition opened its arms to the many elementary schools for whom Sizer's Ten Common Principles range true. His research is documented in three volumes: Horace's Compromise The Dilemma of the American High School. (1984), The Last Little Citadel: American High Schools Since 1940 (1986) and the Shopping Mall High School: Winners and Losers in the Educational Marketplace. (1985). Today about 20 percent of schools affiliated with the Coalition include the elementary grades, and the number is growing. At present the Coalition is a federation of more than 1,000 schools that are K-12, supported by approximately 40 centers and networks spanning 37 states and extending abroad.

Congress Extended Year-Round School, a birth through grade five school, will partner with Grand Avenue School, a combined Middle and High School in joining the Coalition of Essential School. Philosophical similarities currently exist between the schools and it is a goal of the reform to establish a cohesive partnership through the practice of sound principles and curriculum coherency on a birth through twelfth grade continuum.

District	Milwaukee
School	Grand Avenue School
Model	Coalition of Essential Schools

Program Abstract

Grand Avenue School, a Milwaukee Public School serving grades 6-12, requests funding for first-year implementation of a comprehensive reform plan. Grand Avenue will join the Coalition of Essential Schools, or CES, a national network of schools and Centers engaged in restructuring schools to promote better teaching and more genuine student learning and achievement.

The Coalition's principles, based upon proven research on cognition and student learning, advocate strategies that teach students how to use their minds well. They call for intellectual rigor, suggest that students learn a limited number of essential things deeply and well. The Coalition also emphasizes authentic learning, and advocates that teachers create learning situations that ask students to develop the skills mature learners must use in the real world. The principles also envision schools as democratic learning communities composed of students, teachers, families, community members, staff, and administrators who share governance.

During implementation, Grand Avenue will partner with Congress Year-Round Extended School, a birth through grade five elementary school in the Milwaukee Public Schools system. Both schools are Title I schools with student populations of 80-90 percent at-risk students. In addition, both schools are inclusive, with 30% of their students in exceptional education, ESL, or bilingual programs. The two schools will share resources in order to

- employ Coalition practices effectively in order to teach all students well,
- develop curricula that teach students with varied learning styles, or multiple intelligences,
- provide authentic assessment of student learning,
- align curriculum and assessment with state and local standards, and
- become a community of learners in which all participants collaborate to support the success of their students from birth through grade 12.

During 1998-99, Grand Avenue and Congress schools will work separately and together, learning about coalition principles, forming a networking group of faculty, creating curriculum that applies coalition principles, developing instruction that provide opportunities for engagement and challenge to every child, and strengthening parent and community involvement. Grand Avenue specifically will develop integrated curriculum that takes students into the community to participate in solving real problems, provide support and extensive staff development for novice teachers, and develop use of portfolio assessment. Activities will begin with summer planning and curriculum development, progress through intensive staff development and networking activities, and progress to actual practice of portfolio assessment at Grand Avenue. An outside evaluator will provide ongoing feedback and use both quantitative and qualitative measures to help Grand Avenue and Congress adapt their plans to student and faculty needs during the course of the project.

Participation in the Coalition of Essential Schools "will help Grand Avenue meet its students' needs in several critical ways. Grand Avenue is committed to improving test scores, but faculty recognize that conventional tests measure a limited range of skills and predict only about 10% of the variation among people in real-world measures of success (Stenberg 1996). Coalition practices provide a rigorous alternative method for measuring student success. In addition, Coalition practices personalize learning. Finally, statistics on at-risk student learning, feedback from parents, and input from students serving on curriculum and school governance committees indicate that student ownership of and responsibility for their own learning is critical to the Grand Avenue student body. Coalition principles change the relationship between teachers, students, and learning by using the "student as worker, teacher as coach" metaphor, which removes the teacher from the role of lecturer and expert. Instead, students work actively to learn answers to questions which they also participate in formulating.

The innovative K-12 initiative proposed by Grand Avenue and Congress will provide cohesion and ensure that students, parents, teachers, and community members become more engaged in the learning process, thus reaching their full potential as learners.

District	Milwaukee
School	Solomon Juneau Business High School
Model	Intersession Model

Program Abstract

Milwaukee's Solomon Juneau Business High School presently operates on a traditional eight period day, 90-day semester. Each semester, students earn up to 3 1/2 credits. Juneau would change to a seven period day, 75 semester. Each semester students would earn up to 3 credits per semester. Between each semester, Juneau would offer a 30-day "intersession" allowing students to earn an additional 1 1/2 credits. The intersession period would be used for acceleration, exploration, and/or remediation.

Under Juneau's present schedule, teachers find few opportunities to team-teach, use off site locations, or structure projects that require longer blocks of time. Students who the fail first semester of their classes have no opportunities to remediate those class before the beginning of the second semester.

In order to address those issues, Juneau will institute an intersession schedule based upon the model established by La Quinta High School, La Quinta, California.

La Quinta is a member of the prestigious California High School Networks Project, mainly because of its innovative scheduling called "intersession." This high school serves as an official state model for other high schools in California. A neighboring high school, Indio, has also adopted the model with successful results. La Quinta has been visited by over fifty schools across the state and from other parts of the country, and other high schools are expected to adopt its model within the next few years. This schedule contains the following features:

- The school year is divided into three components: a 75 day first semester, a 30-day intersession, and a 75 day second semester.
- During each semester, students take six classes, but during the intersession, students take only three classes in much larger time blocks.
- During the intersession period, extensive use of team teaching thus resulting in more cross-curricular classes.
- The intersession period is used to remediate classes that students may be failing as well as exploring areas students normally would not be able to take during the traditional school semesters. Juneau intends to adopt this model and extend its possibilities through extensive use of off site locations around the Milwaukee area.

Using this model, La Quinta and Indio High Schools have had dramatic academic among their student bodies of diverse socioeconomic and ethnic backgrounds. The number of students passing algebra has jumped from a low point of only 50% to nearly 75% at the end of the intersession period. Grade points have increased. The dropout rates have improved. The number of students attending college has also increased.

Although the racial composition of Juneau is different from that of La Quinta and Indio, largely African-American rather than Hispanic, the socioeconomic compositions of the schools are very similar, especially that of Juneau and Indio with both schools having over 75% of their students meeting federal guidelines for either free or reduced lunch. Because of these factors, the Milwaukee Juneau school community believes that the intersession concept as implemented at these two schools can serve as an excellent model to improve academic success with its students.

The Juneau community has been exploring this concept for over a year. Several staff development days have been devoted to exploring and discussing the concept. Parents and students have been involved in similar discussions at parent/student/teacher meetings. A basic proposal has been submitted to the central administration of the Milwaukee Public Schools. Juneau sent a five person visitation team to the schools of La Quinta and Indio this past April, and the team submitted a published report for the Juneau community with its findings and recommendations. The concept has broad support by all elements of the Juneau community: staff, parents, and students. It is the intent of Juneau to begin implementation of the intersession concept in fall 1998. During the first year, staff members will be trained in team teaching, in teaching within longer blocks of time, in developing intersession class concepts and using off site community resources. Students, parents, and community leaders will have input into the possible intersession classes for the following school year.

District	Milwaukee
School	Maryland Avenue School
Model	Accelerated Schools

Program Abstract

The Maryland Avenue School Community has selected the Accelerated Schools Project to implement in its reform efforts. The Accelerated Schools approach was developed by Dr. Henry Levin of Stanford University. The primary goal of Accelerated Schools is to bring children in at risk situations to grade level by the end of sixth grade. The main features of this program include:

1. Gifted-and-talented instruction for all students through "powerful learning." An environment is created where students and teachers are encouraged to think creatively, explore their interests, and achieve at high levels.
2. A participatory process for whole school transformation, whereby a governance structure is put into place that empowers the whole school community to make key decisions based on the inquiry process.
3. Three guiding principles, which are unity of purpose, empowerment coupled with responsibility, and building on strengths.

An Accelerated School expects all children to excel at high levels regardless of their background. An Accelerated School treats all children as gifted and builds on their strengths through enrichment strategies, independent research, and problem solving. These experiences stress the development of higher order thinking skills, provide interdisciplinary links across common themes of inquiry, offer subject matter that is relevant to students' lives, and encourage students to be active participants in shaping their learning.

District	Milwaukee
School	Story Elementary School
Model	Accelerated Schools

Program Abstract

The Accelerated Schools Project

The Accelerated Schools Project began at Stanford University in 1986 as a comprehensive approach to school change, designed to improve schooling for children in "at-risk" situations. Instead of placing students into remedial classes, accelerated school communities -- staff, parents, administrators, students, district office representatives, and local community members -- accelerate learning by providing all students with challenging activities that traditionally have been reserved only for students identified as gifted and talented.

Three Central Principles of Accelerated Schools

Accelerated Schools are based on three central principles: 1) unity of purpose, 2) school-site empowerment coupled with responsibility through decision making and responsibility for results at the school site and 3) an instructional approach that builds on the strengths of students, teachers, administrators, other staff, and parents, rather than on their weaknesses. Active practice of the three principles-- unity of purpose, empowerment/ responsibility, and building on strengths serves as the vehicle to becoming an Accelerated School.

The three principles--unity of purpose, empowerment coupled with responsibility, and building on strengths--represent the foundation of the Accelerated School. These become the basis for choosing curricula, setting instructional strategies, and implementing change.

Timeline

The transformation of a school to an accelerated school is an exciting journey which requires the hard work and commitment of the entire school community--teachers, parents, administrators, support staff, students, and the community. The process for achieving this transformation requires a minimum of three years as schools work on designing and implementing the changes that will enable them to achieve their vision. We would like to start our transformation beginning in July of 1998.

How the Accelerated Schools Project Meets the Needs of Story Students

Story School is a kindergarten through eighth grade Title I school. There are approximately 478 students. The majority of students are African-American and the other students are primarily Hmong or Lao. An extremely high number of students are in at-risk situations. Almost all of our students qualify for free or reduced lunch. Student assessment tests indicate that our students are NOT performing at levels appropriate to their age groups.

High expectations are being recognized as key to the success of students, especially those at risk. The Accelerated Schools concept sets a goal of bringing ALL students into the educational mainstream by the end of elementary school so they can perform at levels appropriate to their age group.

District	New London
School	Parkview Elementary School
Model	Whole School Reforming Model

Program Abstract

Parkview Elementary will adopt the Whole Schooling Reform Model as a Comprehensive Design for improving the performance of All students in this low-income, rural community. Parkview Elementary School will be working collaboratively with five rural school districts (i.e., Glidden, Wauzeka, Bowler, Seneca, and Parkview) and faculty at the University of Wisconsin Stevens Point to implement the Whole Schooling Model for the Comprehensive School Reform Grant. The goals and strategies of this project are based on the Whole Schooling Principles and are as follows:

1. All students will be educated in an inclusive manner. All children learn together across culture, ethnicity, language, gender and ability (including students with special needs through students who are gifted and talented).
2. All teachers will teach and adapt for student diversity to increase academic achievement: Teachers will design instruction and materials for diverse learners which will engage them in active learning in meaningful, real-world activities. Teachers will develop accommodations and adaptations for learners with diverse needs, interests, and abilities.
3. The school will link with other schools and University partners to support and sustain reform efforts School staff will use school and community resources (special education, title 1, gifted education) to build support for students, parents, and teachers. The school staff will build community and mutual support within the school and link with other small rural schools and university faculty to support and sustain Whole Schooling as our comprehensive school reform model.
4. The school will build the community so the community supports learning: The school staff will build genuine collaboration within the school, with families, and the community. We will engage the school in strengthening the community. In addition, we will provide guidance to engage students, parents, teachers, and others in decision-making and direction of learning and school activities.
5. All students will function as more actively involved democratic citizens: The overall goal of public education is to help students learn to function as effective citizens in a democracy. All of our Whole Schooling reform efforts will focus on this as a central principle.

District	Saint Croix Falls
School	Saint Croix Falls Middle School and Saint Croix Falls High School
Model	Co-NECT

Program Abstract

Co-NECT is an organization that helps K-12 educators use technology for whole-school change and improved academic results. The Co-NECT design gives schools a comprehensive, flexible framework for schoolwide and district wide improvement. Co-NECT uses the best of proven educational practices and combines them with the advancement of technology to improve the educational results of individual school systems. Co-NECT works with local school design teams to assess current strategies and results, and to formulate new practices that focus on achievable, measurable results. One noteworthy feature of the Co-NECT program is the innovative use of technology and the importance of professional communication and collaboration between the Co-NECT schools. Overall program goals are:

- To help students to move beyond basic skills
- To assist teachers in learning how to integrate standards, project-based learning and individualized assessment procedures
- Work with school organization to facilitate multigrade teaching teams, principals, staff, parents and community leaders to improve the quality of education for all children
- Enrich students learning through the use of technology and connect the school with other schools and a world of educational contacts
- To help students achieve higher standards of quality in test scores and workplace skills

The St. Croix Falls School District will begin implementation of the Co-NECT design in the late summer/ early fall of 1998. An overview of our proposed time is included on the application form, Section IV: Task-Timeline Summary. Due to the flexible nature of the CO-NECT design, the School District of St. Croix Falls feels strongly that the Co-NECT design can address some key issues facing our school district at this time:

- The continued implementation of the Wisconsin Standards as they have been identified through the Department of Public Instruction
- The improvement of student test scores and overall student assessment
- The strengthening of teacher communications and relationships, promoting a team approach to facilitate learning for students
- The appropriate utilization of our strong technology resources to enhance student achievement
- The need for improved community, and parent relations on a more active level when addressing student academic achievement

District	Salem
School	Trevor State Graded Elementary School
Model	Accelerated Schools

Program Abstract

The Accelerated Schools Project acknowledges that all children are capable of achieving at high levels regardless of background and treats all children as gifted. Dedicating the staff and community efforts towards a "dream school, where all children achieve success is the basis of our commitment to Accelerated Schools.

Accelerated Schools provides a system for using the scientific method for investigating and providing solutions to problems. The first step is for the staff, students, parents and community to join together to prioritize the school's needs through a series of meetings. Instruction, assessment, classroom management, and professional development will be addressed as the Trevor School Community determines its needs.

We believe that with the help of the Accelerated Schools model the tools for change are available. The endless remediation that has been proven ineffective will be replaced by the Accelerated Schools Model. We know that creating a positive learning environment and increasing student achievement are dependent upon effective professional retraining and new instructional practices. These will happen as staff, parents, and community members join together in unity of purpose to initiate change.

In order to change instructional practices we are researching several models. One reform model which has been very successful is the Paideia Program which advocates these three modes of teaching: practice, mastery, and learning by doing. Coaching the learners through labs, cooperative learning techniques, project-centered/product oriented learning, and Seminars will be used as regular instructional methods in grade K-8. The Seminar process shows the greatest capacity to transform the nature of the school for students and teachers.

District	West Allis
School	Franklin Lloyd Wright Middle School
Model	Co-NECT

Program Abstract

Improved learning for all students is dependent upon comprehensive, systematic school improvement strategies. Current research on teaching suggests learning is a broader, more ambitious undertaking than was determined by previous effective schools research. The new definition of learning emphasizes the importance of integrating the curriculum through projects that capitalize on students' interests and abilities.

The Co-NECT design, one of the Comprehensive School Reform programs suggested by the Obey-Porter legislation, promotes improved learning through shared vision and high expectations for all students. The design emphasizes active learning and authentic instruction by providing a flexible framework that encourages teachers to take collective responsibility for a common group of students. The Co-NECT model promotes positive relationships between staff, students and families. Both the Co-NECT design and the existing Frank Lloyd Wright Middle School improvement efforts are based on identical premises that are supported by research.

Co-NECT schools are characterized by improved curriculum, teaching and assessment through the relevant application of technology and proven instructional techniques. The Co-NECT design is based on a set of five benchmarks derived from the best practices of effective schools:

- high expectations for all students and accountability for results
- school-wide emphasis on practical application of academic knowledge to authentic problems, including projects that build two-way relationships with parents and the community
- use of multiple forms of assessment that measure actual student and school performance and promote community accountability
- organization of the school into small learning communities which strengthen relationships among students, teachers and families
- effective use of the best available technology

Co-NECT provides a combination of on-line and on-site professional development throughout the implementation. Co-NECT training modules are customized to meet the needs of individual schools.

- Co-NECT site directors work directly with teachers in their own classrooms on a weekly basis. This "just-in-time" training focuses on issues such as technology integration, incorporating performance standards into the curriculum, project-based learning, assessment and teaming.
- Workshops for school leaders focus on issues of benchmarking, organization and scheduling. Site directors conduct three full-faculty workshops on technology integration, project-based learning and assessment. Subsequent workshops take the form of 'mini-sabbaticals' for selected faculty.
- The Co-NECT web site delivers specialized professional training for staff and encourages collaboration among participating schools. The Exchange offers telecollaborative projects and other curriculum resources, discussion areas, on-line training modules and membership utilities.
- Co-NECT's quality review program, Critical Friends, assists schools with the evaluation process.
- The annual Co-NECT Technology Conference keeps principals and technology leaders up to date on the latest advances in educational technology and comprehensive school reform.

The staff at Frank Lloyd Wright has set goals and identified indicators of progress as part of the ongoing school improvement plan. The long-term goal is to improve the percentage of students who are proficient in each academic area. A more immediate indicator of successful implementation of the Co-NECT design is improved student performance, as evidenced by a higher quality of work. Applying the Co-NECT model to previous and current reform efforts will ensure a comprehensive and systematic educational program that addresses the needs of all students.

District	Woodruff
School	Arbor-Vitae Woodruff Elementary School
Model	Expeditionary Learning Outward Bound

Program Abstract

AV-W is a K-8 Title I school located in Woodruff, Wisconsin, a small town located in the heart of the Northwoods, Which serves a middle school population of 175 students. Our administration, staff, parents, and community have designed a vision for the education of our students through a Strategic Plan. Its mission statement has been our guiding principle for the past five years.

The mission of AV-W School District, where nature and technology merge, is to maximize the ability of all students to learn, dream, grow, and contribute to a diverse and dynamic society through education designed to meet the individual needs of each student and taught by dedicated staff in partnership with our entire community

Having made this commitment our middle school staff has undertaken the paradigm shift required to reform the "traditional" instructional methods. Although we agree that our attempts to change education have been somewhat successful, we feel that the essential elements are scattered and isolated in pockets of learning. Middle school teachers feel a strong need to bring the parts into one comprehensive design that establishes continuity and inclusiveness. Therefore, when our district sent a team of representatives to Wausau to investigate the model programs approved by the Comprehensive School Reform Act, we unanimously selected the Expeditionary Learning Outward Bound design. It was like coming home for us! Based on the needs of our student population, it fits our instructional philosophy and our mission perfectly. It is the design which will put our beginning stages of reform into order and focus.

Expeditionary Learning is based on 10 principles that focus on learning as an expedition into the unknown. It uses interdisciplinary investigations to improve student achievement and build character. It emphasizes intellectual, service, and physical aspects of student development and requires students to work cooperatively in and outside the classroom. Preliminary evaluation of this design, as reported in Expeditionary Learning Outward Bound Evidence of Success, 1997, shows gains in reading and on state-specific comprehensive tests. Attendance has also increased, and students report increased engagement in learning.

The AV-W school board, principal, administrator, and middle school teachers have unanimously supported the Expeditionary Learning Outward Bound Model. Our middle school teachers need Expeditionary Learning because our attempts to reform and energize education for your adolescents with such unique social, emotional, and academic needs are not comprehensive. We must rely on the expertise of this nationally approved reform design to train our "dedicated staff" to the benefit of all students.

Second Round Abstracts

District	Appleton
School	Columbus Elementary School
Model	Different Ways of Knowing

Program Abstract

One of 16 elementary schools in the Appleton Area School District, Columbus Elementary is located in the center of Appleton. The city of 70,000 has experienced substantial growth in its Hmong, Hispanic and other ethnic minority populations over the past 10 years, a majority of who reside in the central city. Columbus is a Title I Schoolwide Program and has been identified as a school in need of improvement. It serves 270 students in preschool through sixth grade. Approximately 50% of the student population come from low-income families. More than 40% of the students come from culturally and linguistically diverse backgrounds; the majority of these students require daily ESL (English as a Second Language). In the past two years of Wisconsin Student Assessment System (WSAS) testing, Columbus School has performed at levels significantly below the 90% rule.

Columbus employs a variety of educational resources to meet the needs of its diverse student population and their families with funding from federal, state and local sources. However, in a schoolwide assessment using the Self-Evaluation Tool designed by the North Central Regional Educational Laboratory, staff identified a key missing element: a system that would coordinate all of these resources—an integrated framework for classroom instruction that would correlate to local and state standards while engaging students in active hands-on, student-centered learning. We identified the specific need for a proven method of instruction that all teachers could employ in the classroom to effectively advance all of our students toward higher levels of achievement in classroom, local, and state assessments, building on students' strengths and accommodating their ethnic, cultural and linguistic diversity. We also saw the need to expand parent involvement in their children's learning experience.

We reviewed many research-based comprehensive school reform models and identified the Los Angeles-based Galef Institute's *Different Ways of Knowing* as the best match for our school community and its needs. The ideal match between the model's key features and our needs justifies the annual cost of \$60,000 (primarily, a reflection of the travel distance and the fact that Columbus is Galef's only Wisconsin school partner). *Different Ways of Knowing* addresses all of the key areas of comprehensive school reform. It also provides an appropriate framework and structure along with intensive staff development and coaching to significantly change teaching strategies to better meet the needs of our diverse student population. It supports staff working together, along with parental involvement, to provide sequential, meaningful and related experiences to advance all students toward higher levels of achievement on classroom, local and state assessments.

The total annual cost of our proposed comprehensive school reform plan is \$331,300. This proposal requests \$75,000 of that total, which represents the cost of implementing the *Different Ways of Knowing* model. The first year will focus on staff development, initial implementation of the model; assessment of parent interest in barriers to participation; and review of governance models. New second year efforts will be implementing parent program and governance plan. In the third year, the model will be refined and continuing funding sources will be identified and developed.

District	Brown Deer
School	Brown Deer Middle School
Model	McRel-Dimensions of Learning

Program Abstract

The Brown Deer Middle School will accomplish comprehensive school reform through implementation of McREL's *Dimensions of Learning (DOL)* program. The reform project aims to enable all children to meet challenging state standards and to meet proficiency standards as defined by the Wisconsin State Assessment System. The program will be funded through district money as well as seed money provided through the Comprehensive School Reform Demonstration grant program.

The most comprehensive use of the *Dimensions of Learning* model is as an organizational tool for school reform to ensure that the entire school is structured around and operating with a consistent attention to learning. The model provides a common perspective and a shared language. Just as curriculum planners ask questions in reference to each dimension during planning, people in every part of the school system ask similar questions as they create schedules, select textbooks, create job descriptions, and evaluate the effectiveness of programs.

McREL's *Dimensions of Learning* program was chosen as the vehicle for comprehensive school reform due to its ability to influence the planning of curriculum and assessment according to targeted (state) standards, and its ability to reorganize school governance so that the entire school is structured around and operating with a consistent attention to learning. *Dimensions of Learning* meets the requirements for a school reform model because it is based on 30 years of well-confirmed research, has demonstrated results, and has been shown to be replicable nationwide.

Brown Deer Middle School will implement the plan by means of a school-based implementation team coordinated by the principal and director of instruction. Initial activities to support the comprehensive school reform project began in July of 1998 when a 20-member team attended McREL's *Dimensions of Learning* 5-day conference. This \$30,000 staff development experience was funded by the district to provide a strong base for the reform effort. The proposed comprehensive school reform project will begin on July 1, 1999. Funding of \$62,070 is requested to be used with district funds of \$17,500 for the Brown Deer Middle School reform project.

The proposed Brown Deer Middle School Comprehensive School Reform program will accomplish three goals by July 1, 2000:

1. Middle School students will leave 8th grade with an enduring understanding of the knowledge and concepts needed to be successful in high school and pass the Wisconsin graduation test.
2. The Brown Deer Middle School workforce will have the skills necessary to meet the diverse needs of learners.
3. The Brown Deer Middle School governance will exhibit high levels of accountability, parental involvement and quality planning.

District	Goodman-Armstrong
School	Goodman-Armstrong Creek Elementary/Secondary Schools
Model	Next Generation School Project

Program Abstract

The Goodman-Armstrong Creek Elementary School and the Goodman Armstrong Creek Secondary School comprise the Goodman-Armstrong Creek School District in the remote northeast corner of Marinette County, Wisconsin, surrounded by the Nicolet National Forest and managed forest land. The Elementary School has 137 students with a four-year old Kindergarten through grade six. The secondary school has 98 students in grades seven through twelve. The School District of Goodman-Armstrong Creek is located in the townships of Goodman and Armstrong Creek. These unincorporated villages are governed by their respective town boards.

Approximately 80 students in both the elementary and high school out of a total of 235 students qualify for free or reduced lunch. Of these, 31 students are low-income for Title I initiative. These students in grades K-4 need additional assistance to reach grade level success. One of the main barriers to school reform is the remoteness of the district where staff must travel extensively to receive any training, or staff development resulting in greatly increased costs and time away from instructing their students. In the 1998 NCREL faculty needs assessment, teachers cited additional barriers to student success: lack of common vision, lack of community involvement and acceptance, small staff spread too thin, lack of consistency in administration, collaboration, time to plan and communicate effectively.

To overcome these barriers the district is involved in consortium efforts with other school districts. These consortiums include a curriculum revision consortium, Goals 2000, and the NDEN distance learning consortium. The curriculum revision initiative is standards based, aligned with stated assessment and compressed for easy use and understanding by students, staff, parents and the community. The results of the Goals 2000 initiative has been the development of a comprehensive needs assessment and goals in the areas of technology, partnerships, curriculum, instruction and assessment. The distance learning consortium has enabled us to maximize enriched and accelerated curriculum offerings despite low student enrollment in advanced course offerings.

These initiatives currently underway in our district are intended to increase student achievement and enrollment. The purpose of this project is to adopt and implement the **Next Generation School Project** as the Comprehensive School Reform Model (grades Pre-Kindergarten through twelve) to insure that all students will meet Wisconsin's Model Academic Standards. The **Next Generation School Project** focuses school-wide reform on nine criteria which have been identified as best practices by more than 300 educators, business and state government leaders, and other volunteers over one year of research in the state of Georgia. In the five years the **Next Generation School Project** has been utilized (in thirty school districts and over one hundred fifty schools in the state of Georgia) every NGSP district has reported significant Gains of .10 effect size or higher in their students test scores.

The keys to success of this model in the rural, suburban, and urban schools in Georgia were: application of technology and telecommunications to the classroom; use of community members and parents as classroom aides, mentors and guest speakers; promotion of teamwork among students, teachers, administrators, parents and the community utilized to maximize education potential. Flexibility and the ability to make adjustments and corrections as chances were implemented is a main feature of this project. **The Next Generation School Project** aligns with the Goals 2000 the districts' commitment to the strategic planning initiative it has recently begun.

District	Green Bay
School	Tank Elementary School
Model	Best Practices

Description of the School. Tank School serves a diverse population of approximately 240 students; one-half are Asian, one-third white, and the remainder include African American, Native American, and Hispanic. Located near downtown Green Bay, Tank is considered an "at risk" school by the district, based on its poverty rate of 87.8% (reported in January 1998) and operates a Title I School Wide Project. Tank's English as a Second Language program supports students who speak Hmong and Lao. In addition to classroom teachers, the staff includes three ESL teachers, three special education teachers, four Title I reading teachers, guidance counselor and social worker.

Summary of the Comprehensive School Reform (CSRD) Proposal. Tank School's CSRD grant proposal is based on the compelling urgency and opportunity to better meet the educational challenges of the school's diverse population. The major focus of the proposal is on improving student learning in reading and writing across the curriculum by providing teachers with sustained, intensive professional development. Technical support for the professional development will be provided by the Best Practice Project Center for City Schools, National Louis University, Chicago, and Dr. Harvey Daniels, and Co-Director. This professional development program draws on the National Writing Project and the Parent Project of Milwaukee, WI for their research and experience bases.

Goals for this proposal are coordinated with Title I program goals, district requirements for goals, and district curriculum. Goals are:

1. To promote success in early literacy development
2. To improve reading and writing performance
3. To improve thinking strategies for mathematical problem solving
4. To encourage family support to enhance students' literacy development.

The focus on reading and writing across the curriculum was identified through the review of assessment information and results of surveys of staff, parents, students, and community members. On the 1997-98 Wisconsin Student Assessment System (WSAS) test, Tank School's fourth graders did not achieve the state's minimum requirement (i.e., 90% of the state average) in any of the four academic areas of Reading, Mathematics, Science, or Social Studies. The rationale for concentrating on reading and writing is based on the belief that effective reading and writing skills and strategies are necessary for successful learning in all areas of the curriculum. A specific goal for mathematics relates to problem solving, on which students scored especially low on the 1997-98 WSAS math subtest. An emphasis on parent involvement is needed to improve the level of support that parents provide for their children's learning at home and at school.

Evaluation procedures include use of the WSAS tests (i.e., Knowledge and Concepts Test at grade 4 and the Wisconsin Reading Comprehension Test at grade 3), as well as district-wide tests (i.e., an achievement test for reading, language arts, and math at grade 2 and a writing assessment at grade 5). Informal assessment /evaluation methods support on-going monitoring of student progress and provide documentation of parent participation in various activities.

Beginning in the first year of the proposed plan, an intensive staff development program will focus on improving student learning directly by improving teaching strategies. Specifically, professional development for the teaching staff will utilize the services of a Best Practice consultant who will meet with teachers at the school 8-10 times during the year for intensive classroom coaching and teacher study groups. In addition, professional development will include on-going, site-based study groups, classroom cross-visitations, and e-mail coaching between the Best Practice consultant and the teaching staff at the school.

Also, in the first year of the project, the proposed grant will provide an uninterrupted, 55-minute time block before school opens in the morning for various meetings: grade levels, co-teaching teams, committee work, and monthly staff meetings. "Noon hour supervisors" instead of professional staff will do student supervision before school. Tank School will implement an improved parent involvement program, including parent education, parent support for their children's learning in the home, and family events to increase the comfort of parents in the school

environment. A computer support person working with the classroom teacher in the 25-station computer lab will improve the effectiveness of students' computer use.

Tank School's Learning Council, a representative group of teachers, parents, community members, and administration, will continue its role related to improving student learning. During the first year of the proposed project, learning Council members and all other Tank staff will be involved in leadership development to improve overall management processes within the school.

District	Kenosha
School	John Bullen Middle School
Model	Accelerated Schools

Program Abstract

John Bullen Middle School is committed to systemic reform that will be sustained over time. The school community agreed last spring to join the Accelerated School Project Network and employ the Accelerated Schools process for school improvement. The Accelerated Schools Project began in 1987 and has demonstrated success for the past dozen years. Additionally, John Bullen Middle School will use the School Wide Enrichment Model of Dr. Joseph Renzulli. Dr. Renzulli has spent his career researching enrichment activities to improve student learning.

The philosophy of an Accelerated School is to create schools we would want our own children to attend. Further, this reform effort is based on democratic ideals and treats all children as talented and gifted and assists them in identifying their many talents as well as areas in need of improvement. A critical component in this model is to encourage life long learning for all community members. This model encourages teachers, administrators, parents, and community members to become involved in teaching and learning while improving educational practices through school governance structures and researching areas in need of improvement.

Through the use of this model, John Bullen Middle School will focus in three educational areas. First, the school governance process will involve school community members to make important decisions involving teaching and learning.

A second area, professional development, will focus on the needs of the staff as they relate to both the school's needs and goals as well as the overall goals of the District. All reform activities will lead to improving student performance and providing powerful learning experiences for all students. Powerful learning is achieved through the identification of student and adult talents and nurturing those talents. Teachers will employ strategies such as interdisciplinary planning, differentiated instruction, in-conjunction with the integration of the curriculum. These approaches are all well researched and documented and have been proven to be effective when used in a holistic approach to school reform.

The final area, which John Bullen will focus, is an evaluation methodology that collects data from a variety of sources. John Bullen Middle School will contract with Ms. Edie Holcomb, the Director of Standards and Assessments for the Seattle Public Schools, in developing a strong evaluation plan focusing on the achievement of students. The evaluation of the program components will be done yearly concentrating in the following areas: teaching and learning as it relates to student performance and assessments, the effectiveness of the staff development activities, student discipline, communication among the school community members, parent involvement, and school climate. The importance of evaluation or what Levin calls "taking stock" cannot be stressed enough. It is a part of the reform effort that begins a long-term cycle of continuous improvement based on the school's evaluation of the educational program. A second evaluation component will be to pair accelerated schools to audit one another in order to provide data from an external source to corroborate the data collected internally.

In conclusion, the John Bullen School Community will combine two proven reform models. Currently, six schools in the nation are combining the Accelerated Schools Model with the School Wide Enrichment Model. This combination brings together the research of two reform experts in the areas of school governance, building capacity, powerful learning, and evaluation.

District	Kenosha
School	Roosevelt Elementary School
Model	Accelerated Schools

Program Abstract

Roosevelt Elementary School community is ready to create powerful learning experiences for all learners by building on the strengths of its students, staff, and parents, taking responsibility for our decisions, and developing a unity of purpose. The Accelerated Schools Project will provide Roosevelt School with the philosophy, process, and strategies to accomplish this challenge. We believe that this process will provide long-term systemic reform for Roosevelt Elementary.

The Accelerated Schools Project is a comprehensive approach to school change/reform designed to improve schooling for children by providing all students with challenging, high level, engaging learning experiences. The project uses the accelerated school philosophy, a process to determine a shared vision, and calls for school members to work collaboratively to achieve goals. The systematic transformation process is a vehicle for getting from the "here and now" to the school vision of success for all students. In an Accelerated School, the philosophy, principles, beliefs, and culture are fully imbedded within the school so that powerful learning occurs in every classroom for every child.

The Accelerated Schools philosophy is based on three democratic principles with a commitment to providing powerful learning opportunities for all students. The Accelerated Schools Project adheres to three interrelated principles:

1. Unity of Purpose - All members of the school community share a dream for the school and work together toward a common goal that benefits all students,
2. Empowerment Coupled With Responsibility - Every member of the school community shares in the decision making, the implementation of the decisions, and is held accountable for the outcome of the decisions,
3. Building on Strengths - The knowledge, talents, and resources of every community member are recognized and utilized.

The Accelerated Schools Project uses a multi year systematic process that encompasses collaborative and informed decision making to transform the entire school. The transformational process is given below:

1. Shared Vision - The entire community (children, staff, and parents) forges a vision of what they want the school to be - the kind of dream school that everyone would want for their own child,
2. Taking Stock - The school community examines its present state,
3. Priority Challenge Areas - By comparing the present state to the vision, the school community identifies and sets its priorities,
4. Governance Structure - Working collaboratively in cadres (study groups), identified priorities are addressed, referred to the Steering Committee and presented to the school as a whole (staff and parents) for discussion and/or decision making,
5. Inquiry Process -This systematic process helps school communities to clearly understand problems, find and implement solutions, and assess their results.

The mission of Roosevelt Elementary School is to successfully educate all students to reach their fullest intellectual, academic, social/emotional, and physical potential. Our goal is to encourage students to become self-fulfilled individuals, lifelong learners, creative thinkers, and contributing members of an ever-changing world for today and tomorrow. Roosevelt Elementary School currently serves 428 students from pre kindergarten through fifth grade in an urban community of Kenosha Unified School District. The Roosevelt School student population consists of a wide diversity of abilities and needs. One in five children live in poverty, one in eight children require educational accommodation, and 18 percent of our students are enrolled in one of two on-site district full-time gifted and talented magnet programs. Increasing numbers of our students and families are living in homeless or foster home situations, require food assistance, and are requesting school counseling services. The diversity of learner abilities and needs, of educator and parent views, of present instructional approaches, of district and state initiatives, and of

the current knowledge of "best practices," compels the Roosevelt School community to move forward in creating a unified schoolwide, and collaborative system that increases student learning and achievement and that prepares all school members for the challenges and uncertainties of the 21st century.

District	Milwaukee
School	Samuel Clemens Elementary School
Model	Paideia

Program Abstract

How the Paideia Program Meets the Needs of Samuel Clemens' Students: Samuel Clemens School is a Kindergarten through sixth grade Title I school. There are approximately 452 students. The majority of the students are African-American, (434 African-American, 4 Asian, 4 Hispanics, 4 White, 6 Other). An extremely high number of students are considered at-risk. Almost 80% of the students qualify for free or reduced lunch. Student assessment tests indicate that many of the students are **NOT** performing at levels appropriate to their age groups.

High expectations are being recognized as the key to success for students, especially those at risk. Since the Paideia Program sets a goal of fostering lifelong learning in all students involved, it stresses the same integrated core curriculum for all students and teaches all students in heterogeneous groups. In addition, learning is individualized so that individual growth is always emphasized. This program will enable **ALL** students to perform at levels appropriate to their age group and intellectual ability. All students at Samuel Clemens can succeed, and the Paideia program will help them to reach this goal.

The Paideia Program began in 1982, when a group of scholars and educators headed by Mortimer Adler published the Paideia Proposal. The Paideia Program was developed as a comprehensive approach to school change designed to provide a rigorous liberal arts education in grades K-12. The proposal stated that a truly democratic society has a responsibility to provide a high quality education and to provide this education to all of its members. The goal of the Paideia Program is for all graduates to have the skills necessary to earn a living, think and act critically as responsible citizens, and to continue educating themselves as lifelong learners. Staff, parents, administrators and local community members stimulate learning by providing all students with challenging activities that ensure this goal.

The Three Central Principles of the Paideia Program

The Paideia Program is based on three central principles:

KNOWLEDGE	SKILL	UNDERSTANDING
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These principles are developed through three teaching techniques to ensure both educational quality and equality. The first instructional mode, known as the didactic approach, is designed and intended to teach with systematic traditional instruction. Implied within the didactic mode is the acquisition of organized knowledge through textbooks, lectures, and videos. Next, the coaching instructional technique allows the students to apply knowledge and master skills that are introduced through the didactic approach. This aspect of the program requires practice, learning by doing, and mastery. Finally, the students grasp an understanding through the seminar component of the program. Here, students deepen their understanding of the ideas they have been studying, and apply them to their own lives and values. These three principles--knowledge, skill, and understanding-- developed through the didactic, coaching, and seminar techniques, serve to teach and delight through reading, discussion, and the development of character.

The transformation of a school to a Paideia school is an exciting, but challenging journey. It requires a commitment from the entire school community, including teachers, parents, administrators, support staff, students and the community. The process for achieving this transformation involves a minimum of three years, with specific objectives targeted each year. During this time a Paideia school will develop instructional strategies and implement changes that will enable them to achieve their vision.

District	Milwaukee
School	Seventy-Eighth Street Elementary School
Model	Accelerated Schools

Program Abstract

Seventy-Eighth Street School is a Milwaukee Public School located in the southwest side of the city. The student population is very diverse with 34% of the students being Hmong, 37% of the students being Caucasian, 20% of the students being African American and the remaining 9% falling into the "other" category. The school has a multicultural focus and prides itself in the diversity of both students and staff. Non-English speaking students are part of the English as a Second Language program and Bilingual-Hmong classes are offered at kindergarten, first and second grade. As part of its diversity, 78th also has a large special education program. Ninety of the 520 students have special education needs. Most of these students are in Inclusion classrooms where there are two teachers in addition to a paraprofessional. Seventy-Eighth Street School is divided into three "Families". Each family consists of grades K-5. The adult members of the Family meet monthly to discuss curriculum as well as to share successful teaching strategies. Family activities for the students are also planned. The family structure has been a very successful way for staff to dialogue with each other and to build on the sense of community that is so important at Seventy-Eighth Street School.

Accelerated Schools Project

The Accelerated Schools Model is based upon research by Dr. Henry Levin. The objective for elementary schools is to bring all students at least up to their grade level before they go to middle school. This is accomplished by employing teaching strategies, which are used exclusively for gifted and talented students.

Project Support and Commitment

Seventy-Eighth Street School supports the Accelerated Philosophy and believes that all students should be equally exposed to powerful learning experiences. Seventy-Eighth Street School is committed not only to using the Accelerated teaching strategies but also to using its governance structure to encourage cooperation and collaboration among all members of the school community (staff, parents, students, and community members).

Meeting the Needs of Students at Seventy-Eighth

At Seventy-Eighth, many of the components of the Accelerated Schools Model are in place; however, a complete transformation to fully incorporate the entire model has not yet occurred. Seventy-Eighth Street School's needs assessment has shown that there is a significant gap between the African American and non-black academic scores. By embracing the Accelerated Schools Model, all staff members believe they can close this gap. Training of staff and parents in various areas such as meeting management, problem solving, decision making, powerful learning, and integrating the curricula will be needed in order for Seventy-Eighth Street School to assimilate the components of the Accelerated Schools Model.

District	Milwaukee
School	Hamilton High School
Model	National Writing Project

Program Abstract

Hamilton High School has evolved into a site-based managed school and has been involved in a complex restructuring process since February 1993. A leader in the Milwaukee Public Schools' Reform Initiative, Hamilton's restructuring centers on the creation of effective learning environments through the transformation of its organizational structure. "Team Planning for Action" is the change agent process for shared leadership and shared decision-making. The Academic Committee with its correspondent design teams and cluster representations are involved in the design of student centered classrooms, constructivist teaching and learning, and the application and transference of critical thinking skills. Therefore, through the financial assistance of the Comprehensive School Reform Initiative, Hamilton seeks to integrate literacy across the curricula with the external supports of the National Writing Project and Cardinal Stritch University.

Establishing literacy across the curricula, a shared responsibility of all staff members changes the culture milieu, expectations and responsibilities of all members of the Hamilton learning community. Staff, parents and students alike participate in authentic writing situations realizing that literacy is not confined to the English language arts curricula but extends to the "School to Career Construct." As an example, students through the process approach to written composition become involved in math class designing word problems and describing qualities of geometric figures. Likewise students in science employing the scientific approach to investigation crystallize their thought processes through the reports utilizing the process approach to composition. Art, social studies, health and consumer education, physical education become an integral part of literacy across the curricula. Ernest Boyer concluded in his comprehensive review of the American High Schools that "if language is not the focus of a school's curricula, then the fibers of the curriculum are weakened." Hamilton's Educational Plan, a document reflective of the Milwaukee Board of School Directors Graduation Requirements, K- 12 Teaching and Learning Goals and Principles, Principal Appraisal and Support, Teacher Evaluation, and the MPS School Accountability, reflect the academic focus.

In the academic year 2001, students graduating from Hamilton High School in addition to fulfilling graduation requirements must complete the Senior Communication Project, a process approach to written composition position paper presented to a panel of judges. Hamilton volunteered to pilot the Senior Communication Project for district-wide implementation in 2004 and began the process with the freshman class of 2001. Hamilton's design deviates significantly from other paradigms in the following philosophical and pedagogical constructs. These deviations illustrate the comprehensive focus of integrated curricula:

- All teachers are teachers of writing - thus the establishment of literacy across the curricula
- The teaching of written composition is process oriented - therefore preparation for the Senior Communication Project presentation and final product begins in the freshman year and continues through the senior year
- A clear distinction is made between the assignment of written composition, product approach, and the instruction of written composition, process approach

Having assessed the short and long, term goals in the implementation of the Senior Communication Project, Hamilton's community of learners has realized its vulnerability in the area of staff development. Historically staff members who do not hold an academic degree in English feel uncomfortable incorporating the formal instruction of written composition, a process approach into their respective curricula. Therefore, with the financial backing of the Comprehensive School Reform Initiative, support and expertise from the National Writing Project and Cardinal Stritch University, we can strengthen the skills of staff, build momentum in the instruction of the process approach to written communication, establish authentic writing, as a communicative tool applicable to all facets of the students' learning experiences, and facilitate the application, transference and evaluation of higher order thinking skills.

Staff development would commence in the summer of 1999 with classroom delivery in the fall of 1999. Within a three year cycle, staff members will have received training in the process approach to written composition,

participated in systematic feedback sessions, taught writing, as a process, and integrated writing into their respective content areas. Students would be able to employ the process approach to written composition, distinguish between editing and revising, employ transference and application of critical thinking skills, understand the relevance of Literacy Across the Curricula and in "School to Career," authentication.

District	Milwaukee
School	Washington High School
Model	Talent Development High School

Program Abstract

Washington High School (WHS) is a comprehensive, urban high school serving 1,650 students located in Milwaukee, WI (628,000 pop.). The racial blend is 85% African American, 8% Asian, 4% Caucasian, 2% Hispanic and 1% Other. Eighty-two percent of the student population are regular education students, 13% are special education students, and 5% are Limited English Proficient students; 74% are at or below poverty level. The staff consists of a principal, 5 assistant principals, 5 guidance counselors, 1 social worker, 1-1/2 psychologists, 1-1/4 teachers, 13 paraprofessionals, 5 general aids, 9 safety assistants, 8 secretaries, 13 maintenance workers and 15 part-time food service workers. The average school expenditure per pupil is \$5,180. WHS utilizes monies from federally funded Title I and School to Work Integrated Studies (Carl Perkins Act), technology grants; state funded for Graduates; local Efficacy funds, Small Schools and Voc-Tech grants, and business partnership grants. Many organizational, curricular, and instructional innovations have resulted from the use of these funds.

Washington High School will use Comprehensive School Reform funds over a 2-1/2 year period (January 1999-August 2001) to establish and implement a school within a school organizational structure that calls for several small self-contained learning communities called academics. Washington High School will combine two research-based models to establish a "transition to high school academy for 9th graders and "career academics for 10th-12th graders." This comprehensive restructuring will be achieved through the involvement of Johns Hopkins' Center for Research School at the 9th grade level, the National Academy Foundation for the development of career academics for the 10th-12th grades, and The Efficacy Model for measurable improvement in student outcomes.

The transition academy for 9th graders will be called the Freshman Success Academy. This research-based academy will be a school within a school with its own administration, faculty, students and space within the building. The Freshman Success Academy will be comprised of approximately 500 incoming freshmen that will be divided into learning clusters of approximately 150 students each. Each cluster will be comprised of 4 or 5 academic teachers and 1 vocational or fine arts teacher who will share the same students and have a common planning time to address issues of student attendance, discipline, higher level learning, and encouraging students to stay in school and graduate. Special attention will be given to parental involvement and career awareness and exploration; thus, preparing students for selecting one of five career academies in the 10th-12th grade. CRESPAR will also provide restructuring- support to the WHS Transitional Independent Learning- Center (TILC) and a night school known as the Purgold Academy (PA) that are alternative learning- structures within WHS for students not succeeding in the regular program.

The upper level career academies will be based upon the National Academy Foundation (NAF) models, which encourage and support partnerships among business, secondary and post secondary education with the stated goal of strengthening the preparedness of the American workforce. Currently, The National Academy Foundation offers designs for the following academies: the Academy of Travel and Tourism, the Academy of Business and Finance, and the Academy of Public Service. The National Foundation will help restructure a currently in place career pathway area of Trades, Manufacturing- and Engineering which promotes apprenticeships in the trade and technology areas and our showcase Computer Technology pathway that provides a comprehensive study tract in the areas of programming networking, and administrative computer support.

The CRESPAR and National Academy Foundation reforms prepare for higher order competencies. Comprehensive School Reform funds will provide for professional development by way of workshops and follow-up activities for the new courses and instructional approaches required for the development of the academy model. These funds will also provide on-site Organizational and Instructional Facilitators trained by Johns Hopkins University CRESPAR to work with planning committees and teachers in their classrooms. The National Academy Foundation will provide curriculum and business internships for students during the summer between the Junior and Senior year and post secondary employment and educational opportunities.

Washington High School's goals are to make major progress in improving student attendance, increasing parental involvement, decreasing the dropout rate, strengthening the school's academic climate, raising scores on the

Wisconsin State Assessments and MPS District accountability measures that include writing and mathematics proficiency tests. The Washington experience is characterized by an emphasis on participatory decision-making and the use of technology in a student centered, project focused educational process. The CSRD grant will create a structure that will connect the many innovations that have been implemented at WHS into a sustainable, collaborative whole with an identifiable focus.

District	Monona Grove
School	Winnequah Middle School
Model	Expeditionary Learning/Outward Bound

Program Abstract

Winnequah Middle School is a Title I school located in the Monona Grove School District in the city of Monona, Wisconsin, a suburban community located in the heart Dane County. Winnequah serves a middle school population of 589 students from the communities of Cottage Grove and Monona. Our administration, staff, parents, and community have designed a vision for the education of our students through our district and building mission statements. Winnequah is guided and committed to a common set of beliefs. We believe that:

- the best interest of the student is the focal point of decision making.
- building positive relationships helps students develop a strong work ethic and life-long skills.
- all students will feel confident in their ability to learn.
- learning occurs in an environment of trust, acceptance, understanding and joy.
- individual success is achieved through acceptance of individual differences.
- high standards challenge students to achieve their potential with a sense of ownership and respect.
- learning communities are best created through collaborative team teaching and a meaningful and challenging curricula
- the school, the family, and the communities of Cottage Grove and Monona are partners.
- as a community of leaders, we are committed to shared decision-making.

Having made this commitment our middle school staff is interested in improving instruction as a vehicle to improve student achievement. While we have experienced success in the last two years in terms of organizational and structural change, we feel that the essential elements are scattered and isolated in pockets of learning. Teachers feel a strong need to bring the parts into one comprehensive design, which establishes continuity and inclusiveness. Therefore, when we investigated the model programs approved by the Comprehensive School Reform Act, we selected the Expeditionary Learning Outward Bound (ELOB) design. Based on data highlighting the needs of our student population, the ELOB design addresses these needs in terms of curriculum and instruction, standards and assessment, and professional development.

Expeditionary Learning is based on 10 principles that focus on learning as an expedition into the unknown. It uses interdisciplinary investigations to improve student achievement and build character. It emphasizes intellectual, service, and physical aspects of student development and requires students to work cooperatively in and outside the classroom. Preliminary evaluation of this design, as reported in *Expeditionary Learning Outward Bound Evidence of Success, 1997*, shows gains in reading and on state-specific comprehensive tests. Attendance has also increased, and students report increased engagement in learning.

The Winnequah Middle School staff have supported the Expeditionary Learning Outward Bound Model. We are prepared to begin implementation according to the following timeline:

Spring 1998 - Winnequah teachers inform principal about ELOB. (Completed)

Summer 1998- Inform Superintendent and Board about the Comprehensive School Reform opportunity. Thomas Van Winkle, principal, and Scott Gill, regional director of ELOB, give presentation to Superintendent, Board President, and chair of Curriculum Committee. (Completed)

Summer 1998- Winnequah administration meets with Executive Director of ELOB in Cambridge, MA. to discuss program components as they relate to organizational structure in place at Winnequah Middle School. (Completed)

Summer & Fall 1998-Inform middle school staff about Expeditionary Learning through literature, discussions, and visits by Scott Gill regional director of Expeditionary Learning Outward Bound. Conduct needs assessments from staff, students, and parents. Vote to determine support and commitment to the program. (Completed)

Fall 1998-Winter 1999- Conduct informational sessions regarding ELOB with parents and community members.

1999-2000 School Year-Work with Expeditionary Learning personnel to implement phase one of the design; align our curriculum with the state and local standards in preparation for development of our first expedition; investigate school and local resources.

2000-2001 School Year-Work with Expeditionary Learning personnel to implement phase two of the design; develop and implement one expedition per grade level; participate in further professional development provided by Expeditionary Learning.

2001-2002 School Year--Work with Expeditionary Learning personnel to implement phase three of the design; develop and implement one expedition per semester per grade level; conduct a comprehensive assessment of the effectiveness of Expeditionary Learning according to the school improvement plan, standardized and state test scores, teacher and student reflection and critique, parent response, and involvement by the community. Ongoing development of expeditions, professional development opportunities, reflection and evaluation of learning and performance.

Our middle school teachers need Expeditionary Learning because our attempts to reform and energize education for young adolescents with such unique social, emotional, and academic needs are not comprehensive. We must rely on the expertise of this nationally approved reform design to train our dedicated staff to the benefit of all students.

District School Model	Portage Rusch Elementary School 4-Mat
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Program Abstract

The Rusch Elementary School has designed a reform model which combines the structures of vertical and horizontal alignment with looping, integrating three research-based curricular programs. Reading Recovery, Guided Reading and Everyday Math will be integrated into the 4-MAT System framework of learning. The result of the design is to increase student achievement by examining curriculum, assessment and instructional strategies. Student learning now becomes the heart of the process. The child's success becomes an integrated partnership with parents, teachers and the community at large. As a whole Rusch will become a learning organization.

Each component of the design has a strong research-base and has been well replicated. The intent of the design is to extend the learning into a broader range of skills, working with the Wisconsin Academic Standards in Reading and Math. The design will extend to other core subjects and content areas as the year's progress.

After two full years of reviewing the district curriculum, it was evident that gaps existed in all curricular areas with alignment, instruction and assessment. Decisions to address reading and math first became crucial when WSAS test scores were found to be the lowest in the district in those two areas.

Rusch Elementary School had a great advantage, as it became a newly designed school in the fall of 1998. The Portage Community School District experienced an increase in population and, subsequently, built a new high school, which was completed in the summer of 1997. Phase 3 of the building project created Rusch as a neighborhood elementary school, using a facility, which previously housed the Junior High. The Rusch building, constructed in 1939, has become a treasure for these early stages of learning.

Year 1 of the design will develop a vertical and horizontal alignment with looping. The extensive use of three innovative curricular programs woven into a systems framework of learning will provide positive change. Year 2 will extend the structural arrangement into the other core areas.

Success will be determined by monitoring student achievement through the Wisconsin State Assessment System. Increased resources, integrated curriculums and effective parent involvement will also be a facet of the plan.

The result of the project will be to increase student achievement, as measured by state testing. Increased student achievement means a positive focus on learning within the community. The classroom is the interactive environment within which all variables influence each other. In order to be successful, any effort at restructuring schools must give attention to how we structure learning, maximize time and resources, and communicate to all participants.

District	Wisconsin Rapids
School	Howe Elementary School
Model	Accelerated School

Program Abstract

This proposal focuses on Comprehensive School Reform for one school-Howe Elementary School--in Wisconsin Rapids, Wisconsin. Howe School is one of ten neighborhood-based elementary schools in the Wisconsin Rapids School District. Overall, the 397 students in grades K-6 at Howe School are not doing well. Howe students have performed near the bottom of the 10 elementary schools based on the Wisconsin Third Grade Reading Test and the Wisconsin Fourth Grade Knowledge and Concepts Examination.

Reflecting the socioeconomic composition of the neighborhood, more than 42 percent of the Howe students receive either free or reduced breakfast and lunch school meals. Eleven percent (11 percent) of the Howe student population is Special Education students, and just fewer than 25 percent of the student population are Hmong. The Hmong people are relatively recent refugees from rural Laos who were, until about 1960, dependent on oral tradition. While the majority of the Howe Hmong students have been born in the U.S., their parents are products of a very different culture. Thus, Hmong students at Howe come from homes where English is not the primary language, and these students require extensive English as a Second Language training.

It is not solely low-test scores that have prompted the desire for Comprehensive School Reform. Additional factors include: (1) frequent and extensive student absences from school- (2) parental views that their children could (and probably should) be working harder, particularly with more homework; (3) parental views that grade level expectations need clarification; (4) staff views that the common mission of Howe School is ambiguous, and that efforts in one classroom should be tied to goals and expectations in other classrooms; (5) staff views that parents have not been supportive of, nor helpful to, their children in homework assignments, and, (6) the staff was not complacent with student performance, but both desired and expected students to attain at a higher level.

Howe School staff and administration have selected the Accelerated Schools Model as the program they would like to implement in Fall of 1999, and stand ready to participate in summer workshops and training, as well as additional efforts throughout the school year to change, and work in a cooperative mode with parents, students, and the wider Wisconsin Rapids community.

The Accelerated Schools Model encompasses change in the school organization, the curriculum, and the instruction, rather than piecemeal change. This Model requires the cooperation of parents, the students, administration, and staff in a unity of purpose for the school. Parents are empowered, and given responsibility in the school. The strengths of all the learning resources that everyone together can bring to the table are an important principle of Accelerated Schools. It is this synergy that will help the school to excel and result in significant achievement gains on the part of the students.

APPENDIX
GRANTS ADMINISTRATION MATERIALS
(available upon request)